REPORT RESUMES

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A SUPPLEMENTAL GUIDANCE MANUAL BASED ON INSTITUTIONAL REASEARCH.

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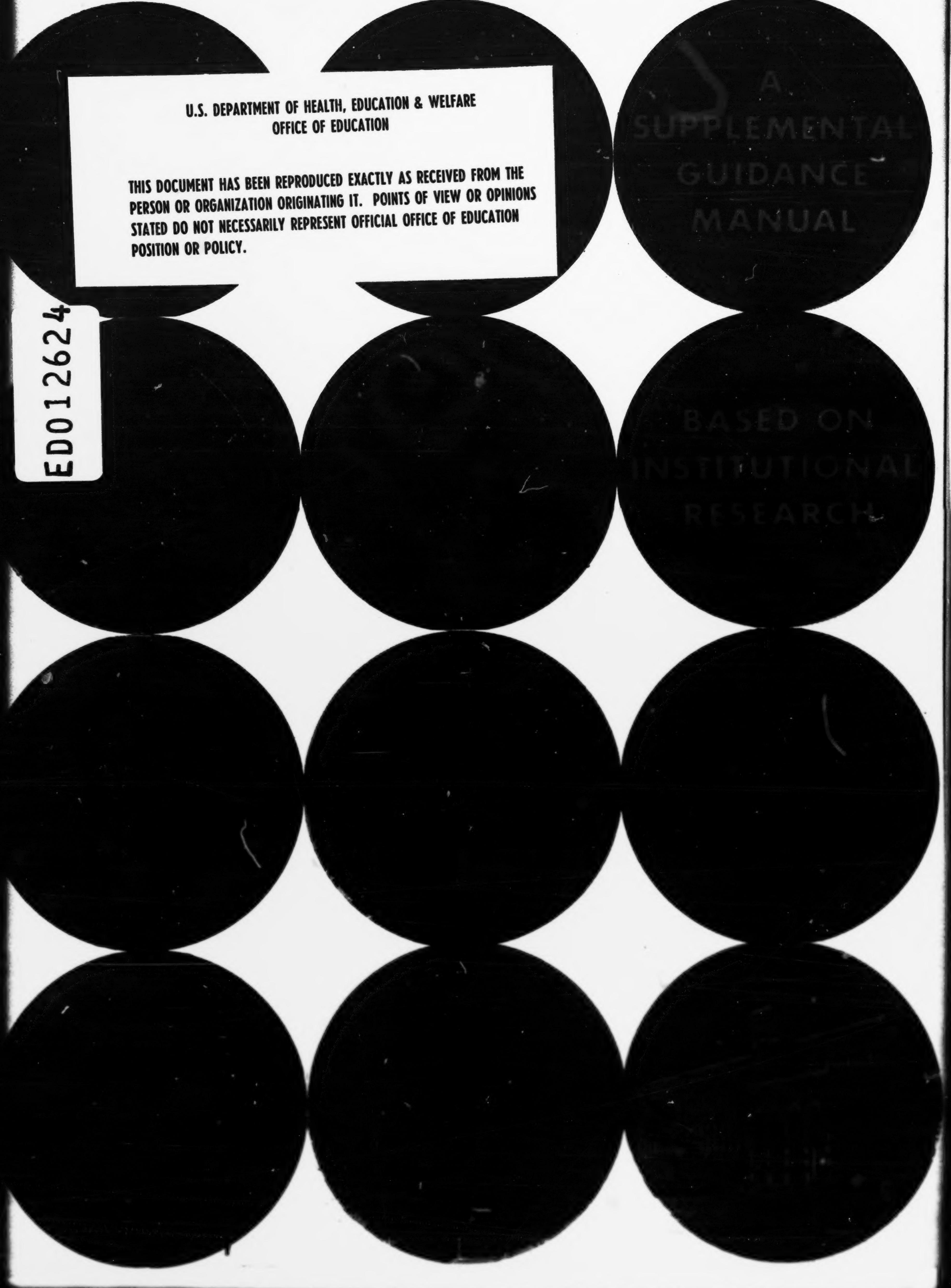
THE GUIDANCE MANUAL HAS BEEN ORGANIZED TO PROVIDE A STATISTICAL BASIS FOR ANALYZING (1) THE NONSELECTIVE ADMISSION POLICY, (2) THE PERFORMANCE OF NATIVE, EVERETT JUNIOR COLLEGE STUDENTS WHO TRANSFER TO 4-YEAR COLLEGES, (3) THE PERFORMANCE OF TRANSFER STUDENTS TO THE JUNIOR COLLEGE WHO LATER ENROLL AT A 4-YEAR COLLEGE, (4) THE ESTABLISHMENT OF THE GRADE DIFFERENTIAL BETWEEN EVERETT JUNIOR COLLEGE AND THE 4-YEAR TRANSFER SCHOOLS, (5) THE RELATIONSHIP BETWEEN THE STUDENT'S RESIDENCE AND THE 4-YEAR INSTITUTION SELECTED, (6) THE PERCENTAGE OF STUDENTS WHO PERFORM ABOVE AND BELOW THEIR PREDICTED ALL-COLLEGE AVERAGE ON THE WASHINGTON PRECOLLEGE TEST AT THE JUNIOR AND SENIOR LEVELS, AND (7) THE FEASIBILITY OF THE USE OF THE TESTING PROGRAM DATA FOR MANDATORY PLACEMENT IN REMEDIAL CLASSES IN ENGLISH AND MATHEMATICS AT THE JUNIOR COLLEGE LEVEL. THE HYPOTHESIS THAT LENGTH OF TIME SPENT IN A JUNIOR COLLEGE IS DIRECTLY RELATED TO SUCCESS IN THE TRANSFER INSTITUTION COULD NOT BE VERIFIED BY THIS STUDY BECAUSE OF TIME LIMITATIONS. THE HYPOTHESIS THAT JUNIOR COLLEGE TRANSFER EXPERIENCE AN INITIAL DROP IN GRADE AVERAGE AFTER TRANSFER WAS VERIFIED. THE KNOELL-MEDSKER STUDY IS SUMMARIZED, AND SELECTED TERMS ARE EXPLAINED. (HS)



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A SUPPLEMENTAL GUIDANCE MANUAL

BASED ON INSTITUTIONAL RESEARCH

Foreword

The impetus for the research contained in the manual came from the interest expressed by the Everett Junior College faculty in the use of the Washington Pre-College Testing Program data for counseling students at Everett Junior College. The idea to expand the study to include Everett Junior College students enrolled in four-year institutions germinated in part from the Knoell-Medsker study.

Acknowledgments are gratefully made to the Washington Pre-College Testing Program for cooperating with this research by providing a research grant and to Dorothy Knoell for granting permission to quote directly from "A Digest of Research Findings." Special thanks are also extended to the members of the staff at Everett Junior College who contributed in some way to the publication of the research.

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Everett Junior College
March 17, 1967

UNIVERSITY OF CALIF.
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JC 670 407

A Supplemental Guidance Manual Based on Institutional Research

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Background of the Manual

Everett Junior College grants admission to students who are high school graduates or 18 years of age. Admission is granted on a first come first served basis rather than predetermined by high school grade point or performance on standardized tests. Within the philosophy of Everett Junior College is the concept that through small classes and an emphasis on guidance, the College can provide a significant educational experience for those desiring an education even if their past experiences have not been too successful.

The student who chooses to attend a junior college may do so for a variety of reasons. Among these would be the inability to attend a four-year college because of poor high school grades or course deficiencies, economic considerations, a desire to attend a smaller college, lack of definition of an educational objective, or a desire to participate in programs not generally offered in the four-year college. Junior colleges also attract many transfer students from four-year colleges. Many of these students choose to transfer to a junior college for the same reasons as those who enter as freshmen. However, a number transfer to a junior college because they have been unsuccessful in the four-year institution. These students are looking for an opportunity to re-evaluate their educational objectives in light of their experiences, or they are looking for an opportunity to raise their grades in order to present a picture of academic seriousness and stability to the four-year institution they eventually wish to enter. If the transfer student initially had the qualifications for entrance into the four-year institution, he is potentially salvageable; thus, many transfer students are admitted on probation. The concept of a "second chance" permeates the philosophy of the junior college, both for native and transfer students, and every attempt is made to guide the student in a direction that will enable him to realize success.

Although Everett Junior College is a comprehensive institution offering a variety of technical education and occupational programs, most of the students indicate they are embarking upon a baccalaureate degree program at the time of entrance. Even if they select one of the other two degrees offered, they will amass a considerable number of credits of transfer value which will apply toward a baccalaureate degree if they later choose to continue their education in a four-year school.

The student body of a community college is necessarily transient. Students in the technical and occupational programs leave when they have prepared themselves for entering the occupation of their choice, and students in the academic program leave at times most opportune for them to transfer to the four-year school from which they hope to attain their degree. Thus, the size of the graduating class never reflects the numbers of students served by the college. Other than in the technical and occupational programs, where the curriculum is well-defined, the college literally has no program of its own. Each student is embarking upon a course of study that will facilitate his obtaining a degree in another institution. This presents a serious problem in guidance and is one of the reasons this research was undertaken.

Everett Junior College has developed excellent counseling manuals setting forth course requirements for academic majors in the four-year institutions to which the students eventually wish to enter. These counseling manuals are constantly revised as the degree requirements change in the four-year school. The student is asked to state his choice of transfer institution upon entering Everett Junior College, and he is programmed to that school. On the surface this looks as if it would be an excellent guidance program, but it is not adequate. The student is given an academic program for transfer, but he is without knowledge of how successful he will be in the four-year school in the event he is identified by Everett Junior College as being a potential candidate for the baccalaureate degree.

Everett Junior College, along with other junior colleges in the nation, is faced with the problem of different grading practices in various senior colleges and differences between the junior and senior college in assigning grades. Thus, in many instances, the student identified as potentially able by the junior college may fail in the four-year institution. Since four-year colleges select their students on an entirely different basis, with some being highly selective, the range of academic aptitude of students varies from the junior college to the four-year school and from one four-year school to another. Each institution tends to grade its student body in relationship to its educational philosophy and its range of academic talent. Also, just as the junior colleges concentrate on individual guidance, the four-year schools differ in educational philosophy and in the amount of contact between the student and the instructor and the student and the guidance staff. There is every reason to assume that differences in grading practices reflect the educational philosophy of the institution and are equally valid for each institution. Along with this, the student himself fluctuates and does not always present a consistent pattern of achievement. Some students, however, do perform consistently in one direction. Top students in a junior college should be able to be successful in any college they choose.

Recent research in articulation between junior colleges and four-year institutions indicated that junior colleges could do a much more effective job of counseling students if follow-up studies were undertaken to determine the grade differentials that exist between their college and the four-year colleges to which their students transfer. Closely allied with this is the reason a student may have selected a particular transfer institution. It is possible that some students are choosing the transfer institution on the basis of closeness to their homes rather than on a realistic appraisal of their chances of success in the particular institution selected.

It is assumed at the outset that many of the students who initiate their education in a community college have less academic potential than those who commence their education in the four-year school. The usual measures for predicting success (high school grades and test scores) in the four-year college do not seem to be as useful for the junior colleges, since a high percentage of students who enter community colleges would have low academic predictions based upon a combination of high school grades and test scores. The community colleges find themselves in a paradoxical situation. On the one hand, the "open door" is predicated on the assumption that through small classes, remedial work, different kinds of programs, and an emphasis on instruction and counseling, many of the students will come to a new understanding of their abilities and be successful in the junior college and four-year programs. On the other hand, the community colleges are seeking a guidance instrument that will assist them in predicting success for students and serve as an aid in counseling. The Washington Pre-College Testing Program offers such an instrument. However, the problem faced by the community colleges in the use of test data is primarily related to the question of how successful the junior college is in upgrading low achievers. If junior colleges are quite successful, the percentages of students who perform above and below their WPCT predictions are not too helpful at the junior college level because these percentages are based upon direct entrance into the four-year college program without the benefit of experience in the junior college. The other question asked by the junior colleges in the use of the data is whether the junior college grade point average or the Washington Pre-College Testing Program predicted average is more reliable in predicting success once the student has transferred to the four-year school.

The need to establish the percentage of students who perform above and below their predicted grades on the Washington Pre-College Test at the junior college level is important for another reason. Everett Junior College uses the Washington Pre-College Testing Program data for counseling students for registration. The number of students with low predictions tends to weaken the effectiveness of the data for this use for two reasons: the faculty either ignores the predictions altogether on the assumption that not this many students actually will fail, or they take the data too literally and have a negative view of the extent to which the junior college program actually serves to aid the student.

Junior colleges have been described as the melting pot of our higher educational system. However, the "open door" is not without its frustrations. One of the functions of the junior college is to identify those who are able to pursue further academic and vocational-technical programs, but equally important is the function of channeling students into desirable paths which are more suited to them. Perhaps the junior colleges have been a little too altruistic in not fully recognizing their screening role as well as their other functions. Dr. Frederic T. Giles, a former president of Everett Junior College, coined the phrase "non-selective admission but selective retention." The junior college program is a means through which many are given another opportunity, but the student himself has to supply the initiative, motivation, and aptitude.

From the foregoing it may be seen that the purposes of this research are manifold. The study has been organized to provide a statistical basis for analyzing the following:

(1) The non-selective admission policy;
(2) The performance of native Everett Junior College students who transfer to four-year colleges;
(3) The performance of transfer students to the junior college who later enroll at a four-year college;
(4) The establishment of the grade differential between Everett Junior College and the four-year schools to which the majority of our students transfer;
(5) The relationship between the student's residence and the four-year institution selected;
(6) The percentage of students who performed above and below their predicted all-college average on the Washington Pre-College Test at the junior and senior college levels; and

(7) The feasibility of the use of the WPCT Program data for mandatory placement in remedial classes in English and mathematics at the junior college level.

This research also attempts to verify the hypotheses prevalent in the literature that the length of time spent in the junior college is directly related to success in the transfer institution and that students experience an initial drop in grade point immediately after transfer. However, the relationship between length of time spent in the junior college and success in the four-year institution cannot be sufficiently verified, only indicated, by this study, since this research project differs from other research in that it was specifically designed to ferret out information on the academic performance of students in different stages of their program rather than reporting end results only.

This research project also has one further objective, although it is not as clearly defined as the others. With the growth in size and number of community colleges in the State of Washington, more and more students will initiate their education in a community college. Just as the four-year schools came to a selective admission policy for students entering directly from high school there is a possibility that junior college transfers will be subject to admission policies in the future. The University of Washington has this year put into effect a new policy for admitting transfer students. Washington State University has had a transfer policy for junior college students for a period of time. It is hoped that this research will provide the four-year schools with one more instrument to evaluate the junior college student.

In order to gain a comprehensive view of junior college students, three criterion groups were used and are as follows:

(1) A Random Sample of Everett Junior College Students

The purpose of this sample was to identify the range of academic talent existing in the student body of Everett Junior College. A sample of 281 students was drawn from 1153 students who entered college for the first time at Everett Junior College in the fall of 1963. Grades reported are for the period September 1963 to June 1965.

(2) The 1965 Graduates of Everett Junior College

The purpose of this sample was to report the characteristics of those who earned one of the three degrees offered by Everett Junior College. This sample was drawn from essentially the same population as the random sample, since most of the students completed their education in six quarters.

(3) A Follow-up Study of EJC Transfer Students to the University of Washington, Western Washington State College, and Seattle University.

These three institutions now attract the majority of our students who matriculate in a four-year school. The students in the follow-up study were enrolled in one of these institutions fall quarter 1965. They range from students who completed one quarter to those who were about to graduate. Fall quarter 1965 was selected as a cut-off date in order to have a representative sample of students who completed only one quarter in the four-year institution so experiences of students immediately after transfer could be evaluated.

Related Literature: The Knoell-Medsker Study

The most authoritative research in the junior-senior college transfer field is the Knoell-Medsker study conducted between 1960 and 1964 through the Center for the Study of Higher Education at the University of California at Berkeley. The findings of this massive ten-state study have great relevance for the study of the performance of our transfers at the University of Washington, Western Washington State College, and Seattle University; these findings are summarized here for your information and to further assist you in counseling those of your students who are embarking on transfer programs.

Scope of the Knoell-Medsker Study

More than 11,000 junior college transfer students and 3,349 native senior college students were involved in the Knoell-Medsker study. The core group on which the study was focused included 7,243 junior college students who transferred in the fall of 1960 (primarily as full-time students with junior standing) to 41 different four-year colleges and universities in ten states. Comparison groups of 4,026 junior college transfers and 3,349 native senior college students, all of whom graduated from the senior institutions in 1962, were also included in the study.

States which participated in the study were California, Florida, Georgia, Kansas, Illinois, Michigan, New York, Pennsylvania, Texas, and Washington. In each state an attempt was made to involve the major state university, several other state institutions, and one or more private institutions; these were grouped into five types on the basis of size, complexity, type of control, and curricular emphasis. Thus, there were included in the study ten major state universities, ten teachers colleges, ten other state universities, eight private universities, and three technical institutions. (Washington senior institutions represented were the University of Washington, Western Washington State College, and Seattle University.)

The junior college transfer students represented 345 two-year institutions located in 43 states and the Canal Zone. Ninety-one percent, however, came from a relatively small number of junior colleges in the ten states studied.

The two major types of data used in the various analyses were college transcripts and responses to a biographical questionnaire.

Objectives of the Knoell-Medsker Study

The guiding purpose of the study was to obtain information about transfer student performance which might be used to achieve better articulation and coordination among institutions and to improve counseling and instruction in the various institutions. Among its specific purposes were (1) to find out what transfer students are really like, (2) to learn as much as possible about their performance in junior college and after transfer, (3) to compare them with students who took all their work at a single four-year institution,

(4) to find out which individual characteristics are linked to success after transfer, (5) to learn whether transfer students are equally successful in all types of four-year colleges, and (6) to gain a better understanding of attrition among transfer students.

Findings of the Knoell-Medsker Study

The Typical Transfer Student. The "typical" transfer student was found to resemble the stereotype of the college freshman in a state university which is not highly selective. The composite transfer student was male, white, Protestant, and 19 or 20 years old when he transferred. His parents and probably his grandparents were born in this country. He graduated in the upper half of his high school class, having taken either a general or college preparatory program. The major dimension along which he differed from his counterpart in the four-year college was social class membership, particularly the education and occupation of his father. A large percentage of the parents of the transfer students did not graduate from high school. The fathers worked in skilled or semi-skilled occupations. A large majority of the students were first generation college-goers.

Senior College Grades. The study found that the grade-point averages which transfer students earn in four-year colleges are determined by a large number of factors, the most important of which are (1) the level of grades earned in high school and junior college, (2) the particular junior college they attended, (3) the type of four-year college to which they transferred, (4) their major, and (5) their sex and certain other personal characteristics.

Junior college students with good high school records were, quite naturally, the most likely recipients of high grades in both the two and four-year colleges. Students who transferred to the major state universities and technical institutions had earned higher junior college grades than students who transferred to other types of institutions, but their upper division grades were poorer than those of transfer students at other types of institutions. Students who transferred to the teachers colleges had earned lower junior college grades than other types of transfers, but their grades after transfer were the highest of the five types. Several factors were found to account for the differences between types of institutions; among these were the quality of native students in the senior institutions and the size and complexity of the different types of colleges. Transfer students tended to earn their lowest grades in the four-year colleges where the quality of native students was highest. Transfer students in the large universities tended to earn lower grades than those who entered smaller institutions where more attention was paid to student orientation and counseling, where the student-faculty relationship was closer, and where the numbers of different programs, departments, courses, and requirements were fewer.

Two widely accepted findings from earlier studies were that transfer students drop in grade-points immediately after transfer but regain and often surpass their junior college grades by the time they graduate, and that transfer students perform about as well as native students in the four-year colleges once they recover from the shock of the first semester after transfer. Findings from the Knoell-Medsker study clarify and expand these generalizations rather than contradict them.

The study found a widespread tendency for the first-semester grades earned by the transfer students to drop below their cumulative junior college averages. A differential of 0.3 was found for the entire transfer group. This overall differential represented a wide range of differentials for the different two and four-year colleges and for the different types of four-year institutions. In most states the individual junior colleges exhibited a very wide range of grade-point differentials with the various four-year institutions to which their students transferred. A comparison of the gross junior college average for all students who transferred to the ten teachers colleges with their cumulative average at the four-year institutions yielded a differential of only 0.04, while the gross differential for the several thousand students who transferred to the ten major state universities was 0.50. The gross differential for the other state universities was 0.15, for the private universities 0.11, and for the three technical institutions 0.44.

About two-thirds of the transfer students in the study earned junior college averages below 2.6, about one-third below 2.4. The success of a very large group of transfer students was thus dependent upon their entering a four-year college which had a fairly small grade-point differential with the junior college. Whether or not students with a particular grade average in junior college dropped out with poor grades after transfer depended heavily upon their choice of a four-year institution. Among the nearly 2000 students in the 2.0 to 2.3 range of grades, 35 percent of those who transferred to the major state universities withdrew with poor grades compared with only 19 percent of those who entered teachers colleges.

A very clear implication from the findings, the study report states, is that a junior college C average should not be regarded as adequate and sufficient evidence of a student's ability to do satisfactory work at the upper division in ALL institutions. Students who transfer with only C averages have quite different probabilities of success in different types of four-year colleges. The study report indicates that there appears to be atleast one public four-year college in each state where junior college students with C averages have a better-than-chance probability of achieving their degree objectives. At the same time, the report points out, the number of state universities where this is true is decreasing very rapidly, particularly in engineering and business administration programs.

Differences Between Native and Transfer Students. The Knoell-Medsker study found small but statistically significant differences in the grades earned by native and transfer students at both the lower and upper division levels. The typical pattern was for the junior college grades of the transfer students to be higher than the lower division grades of the native students and the upper division grades of the native students to be higher than those of the transfer students when the two groups were in direct competition. Graduates of the three types of universities included in the study all exhibited this same general pattern. The pattern was found to be slightly different at the teachers colleges where no significant differences were found in the lower division grades of the two groups, but the native students made a very small but significantly higher grade-point average than the transfer students in the upper division.

Comparing the two groups on the basis of academic aptitude and ability, the study found that the average ability level of the graduates who began their degree work in the major universities was higher than that of their counterparts who began their baccalaureate degree programs in two-year colleges, although their was considerable overlap in the ability of the students in the two types of colleges. In other words, the students who enter the four-year colleges as freshmen and who persist to the upper division are the pace-setters and the grade-getters, with whom junior college transfers must compete. The study report submits that it is somewhat unreasonable to expect transfer students to earn grades as high as native students, at least in the major universities, since they have less ability in many instances and also have the additional problem of making both an academic and personal adjustment after they transfer. The important question, the study report states, is not whether transfer students with lesser ability earn grades on a par with those of native students in a particular senior college or university but whether they earn grades which enable them to persist and to meet graduation requirements. The study found that a large number of high school graduates with considerably less academic ability than the average university freshman are succeeding in junior college and are going on to four-year institutions where they earn baccalaureate degrees in many fields.

The Knoell-Medsker study also found that when groups of native and transfer students of about equal scholastic ability were compared, they earned approximately the same grades in the upper division, at least after the first semester. Transfer students of high ability and good junior college grades were not found to suffer any handicap in competing with native students for grades which would qualify them for admission to graduate school.

Graduation and Attrition. Two full calendar years after the transfer students entered the four-year colleges, it was found that 45 percent had received their baccalaureate degrees. Slightly more than half of the students who had not graduated were still enrolled at the same college and were eligible to continue. The remainder were no longer enrolled at the college to which they transferred in 1960 and had not received their degrees.

The results of an enrollment check made three full years after transfer showed that 62 percent of the transfer students had completed their degree programs and that nine percent were still enrolled and expected to graduate within the next year. To this group were added at least four percent who either received their degrees from another institution or entered graduate school before receiving their under-graduate degrees. Therefore, the study report states, 75 percent of the students would achieve their degree objectives during the four-year period which began with their transfer in 1960.

About 20 percent of the total transfer group failed to perform at a satisfactory level in the four-year colleges before withdrawing, but only ten percent of the transfer students were required to withdraw because of unsatisfactory grades after transfer. An additional six percent were still enrolled with averages below C at the end of their second year after transfer, most of whom achieved satisfactory grades during the third year. Lack of success in one four-year college did not necessarily mean failure, the study found, for some students were admitted to a second senior institution from which many graduated.

Among the five types of colleges studied, the teachers colleges were found to have the highest rate of graduation (73%) and the lowest rate of attrition (21%) of the transfer students. The two types of state universities had graduation and attrition rates somewhere between the highest and the lowest: graduation rates of about 62 percent and attrition rates of about 30 percent. The private universities and technical institutions had the poorest graduation and attrition rates.

Different states exhibited different levels of graduation and attrition rates. The range of graduates was from 54 percent for Illinois to 72 percent for Pennsylvania. The range of attrition was from 19 percent for Pennsylvania to 38 percent for Illinois. States with relatively high attrition and low graduation rates were New York and Washington. The factors which produced differences among the states were both multiple and dynamic, the study report states; they reflected the changing situation in higher education in many states. Washington students made a comparatively poor showing because of the rather large number of students who transferred to the state universities without a sufficiently good junior college record to sustain them through the first two terms after transfer.

When native and transfer students who graduated in 1962 were compared with respect to their efficiency in moving through their degree programs, it was found that approximately equal percentages of native and transfer students completed their degree programs in four semesters or six quarters (or less) after attaining upper division standing. However, the junior college group was found to make greater use of summer sessions after entering the upper division.

The records of nearly 2,000 students who transferred from junior college with junior standing but who failed to graduate two years later were analyzed to discover reasons for their delay. Most of the students who did not graduate on time simply lacked enough credit to do so, the study found. This was the result of having taken less than full course loads and, in a small number of cases, of having failed and/or repeated courses.

Transfer students who dropped out were found to have earned their poorest grades in lower division courses, most often in general courses taken after transfer in order to satisfy specific graduation requirements. Most of these courses could have been taken in junior college before transfer, the study report points out.

Student Opinions. Transfer students as a group were found to be exceedingly well satisfied with their junior college education. They gave particularly favorable ratings to their instructors' knowledge of subject matter and to their ability to teach and their deep interest in their students. They gave much less favorable ratings to the counselling and advising they received in junior college than they did to various aspects of the instructional program, however. It appeared to the study researchers that students who knew what they wanted to do, in terms of their major and the institutions to which they would transfer, were often programmed accordingly by their counselors in the junior college without reference to their academic ability or prior achievements. Too little attention was given to evaluation in counseling sessions after the students had had some experience in transfer programs in junior college to see whether a change in major and/or transfer institution might be indicated.

In interviews the transfer students had few complaints about the fairness of the grading in the four-year colleges. Many did complain about the "loss" of their junior college grades and grade-points when they transferred, however. They also said they thought the faculty members in the four-year colleges were fair to them in assigning grades but, at the same time, they felt somewhat unprepared for the types of examinations and other evaluations given in the senior institutions. A significant number of the transfer students said they wanted more to be expected of them by their junior college instructors in order to be prepared for the more exacting standards of achievement in the four-year institutions.

Economic Plight of the Junior College Student. The study found that junior college students are less affluent than their counterparts in the four-year colleges and that economic problems plague many of them throughout their collegiate careers. Nearly 20 percent of the male transfer students reported that they paid nearly all of their college costs out of their own earnings, compared with only eight percent of the native students. The transfer problem which the largest percentage of students rated as serious during the spring semester after transfer was the increased cost of their education in the four-year institution. A second major economic problem of the transfer students was their frequent inability to qualify on a par with native students for financial aid in the senior colleges because of priority given to new freshmen and continuing students.

Three types of transfer students with financial problems who encountered academic difficulty in the four-year colleges were identified by the study. The first type was the employed junior college student who failed to study either in high school or junior college but who made satisfactory enough grades in junior college to allow him to transfer. The second type was the student who dropped out after junior college to work full-time long enough to earn money for transfer and whose study skills diminished sufficiently in the interval to cause him scholastic problems after transfer. The third type entered the senior college as a junior with only enough money saved to carry him through the first semester; when his grades dropped that first semester he feared to work part-time lest he be required to withdraw after the second semester for poor scholarship.

A Few Conclusions and Implications of the Study. One very significant conclusion of the Knoell-Medsker study was that grade-point differentials are one of the realities of university life which transfer students to those institutions should be prepared to accept, at least during the first year after transfer. If good junior college students are not alerted to the possibility that their grades will drop after transfer, they may become discouraged and even withdraw, though in good standing. The study report points out, four-year colleges, with differing grading standards and with varying differentials. Most students will suffer some drop in grades during their first semester after transfer, but the size of the drop and the degree of improvement afterward varies with the institution.

The study report goes on to conclude that a particular junior college will probably have a near-zero differential with some institutions and a fairly sizeable negative differential with others, all within the same state. Significant positive differentials should be fairly rare and might be viewed with some concern as possible indicators of overly tough junior college grading standards, the study report states. Arbitrary attempts to close the gap with the major universities could result in the denial of opportunity to many transfer students who are now succeeding in various types of colleges, the report continues. A more realistic goal would be the achievement of a differential in grades which most transfer students could afford, i.e., a drop in grades which would not result in an average below C.

A second important conclusion of this study was that all or most junior college students could be successful in achieving their degree goals after transfer if they would select four-year institutions and major fields which are appropriate to their ability and prior achievement. In every state there is at least one four-year college in which each transfer student with a C average in junior college could succeed, if properly financed and motivated. However, the study report points out, a large number of students are transferring to an inappropriate institution, i.e., to a college in which they have a very low probability of success in earning satisfactory grades and, thus, in achieving their baccalaureate degree objectives. The study found that transfer students with very similar grades from the same junior college, often in the same field, have quite different degrees of success in different four-year institutions in terms of both their persistence to graduation and their upper division grades. A sizeable reduction in attrition could be produced, the report states, by means of a better matching of transfer students and four-year institutions, with the objective of getting each student into an institution where he has a better-than-average chance of success.

Among the other conclusions and implications of the Knoell-Medsker study were the following:

Junior colleges should continue to be the melting pot of higher education, where every type of student has an opportunity to strive for the highest educational goal he is capable of achieving.

The door should be kept open to allow capable junior college students who are attracted into terminal occupational programs to transfer. . . . It might be preferable to cease referring to programs as "terminal" and "transfer" and, instead, to recognize the student's right to be either terminal or transfer in either type of program, depending upon his achievement, abilities, and changing interests.

Students with poor high school records have less than an even chance of success after transfer to most four-year colleges if they attend junior college with no intervening experience and earn only C grades while making up high school deficiencies, probably while working at least part-time. Weak students with both subject matter and scholarship deficiencies should probably remain in junior college for more than two years before transfer.

Counseling about college attendance and career choice needs to be greatly improved at all levels: high school, junior college, and in the four-year institutions.

The somewhat slower pace which characterizes instruction in the junior college could be accelerated during the second year, with substantial benefits accruing to students who intend to transfer to major universities in particular. . . . It should be possible to arrange for some special work for them during their second year, including special sections of some classes, added library and written assignments, varied types of testing, seminars, etc.

Most students should be urged to remain in junior college until they can transfer with full upper division standing, with all lower division requirements met and with various prerequisites satisfied.

Recent high school graduates who enter college without deficiencies and enroll on a full-time basis, who choose their major and their transfer institution not later than the end of their freshman year, should be able to progress through their two-plus-two programs at the same rate of speed as their classmates in four-year institutions.

General Information

The sections immediately following are the statistical summaries of the performance of Everett Junior College students at the junior and senior college level. To properly interpret the data it is important to have an understanding of the value of the mean, standard deviation, correlation coefficient, and standard error of estimate. These terms are briefly explained for those who may be unfamiliar with their statistical application.

Mean

The mean is an arithmetic average. It is also thought of as the balance point or center of the distribution. The mean is influenced by the value of each term in the distribution, and the sum of the terms above the mean is equal to the sum of the terms below it.

Standard Deviation

The standard deviation describes the spread of terms in a distribution. Its value is small when it is computed from a distribution in which the terms are close together numerically, and its value is large when the terms are widely scattered. Thus, it is a measure of the homogeneity or heterogeneity of the terms that make up a distribution. The size of the mean has nothing to do with the size of the standard deviation, nor does the number of terms in a distribution influence its size.

Assuming a normal distribution (bell-shaped curve), one standard deviation on each side of the mean will account for roughly two-thirds of the sample. The standard deviation is a highly useful statistical figure in determining the approximate shape of a distribution.

Correlation Coefficient

The correlation coefficient shows the degree of relationship between two variables. The correlation coefficient varies from +1.00 to -1.00. It indicates the magnitude and direction of the relationship. If two variables are positively related, when one increases the other also increases. When they are inversely related, when one increases the other decreases. A perfect correlation is 1.00. A zero correlation indicates a lack of relationship. A negative correlation means that high grades on one measure are associated with low grades on the other.

Normally validity correlation coefficients between predicted and achieved grades do not go above .70, and coefficients in the high .50s and .60s are considered good. Validity correlation coefficients are interpreted as increase over chance. A validity coefficient of .50 increases one's accuracy over chance 13 per cent. In other words, one can predict 13 per cent better than would have been possible had there been no relationship between the two variables. It follows that the higher the correlation, the better the prediction. A correlation of .866 increases one's accuracy over chance 50 per cent.

Standard Error of Estimate

The standard error of estimate shows the margin of error to be expected between the individual's predicted college grade and his achieved college grade. This error results from imperfect validity of the high school grade averages and test scores. The margin of error is such that the probability is 2:1 that the individual's achieved grade will be within the range of one standard error above and below the predicted grade. The standard error of estimate may be added to and subtracted from the individual's predicted grade in order to find the probable range within which his achieved grade will fall.

The material in the following sections has been organized to show the relationship between the following variables: the high school grade point average, the WPCT all-college predicted average, the EJC grade point average, and the grade point average of the four-year institution.

The high school grade point is accepted as the best predictor for college success because it is the cumulative evaluation of different persons evaluating a single student in a variety of subject areas. Tests are given to college-bound students to gain a further appraisal of their academic aptitude. Test scores are the least reliable as single predictors of success, but have value in their use. Test scores are combined with high school grades, and a better predictor is obtained than by the use of either evaluative measure by itself. The Washington Pre-College Testing Program offers a unique service not available in other national testing programs by providing grade predictions rather than just test scores. By combining test scores with high school grades, predictions are made for 42 subject areas and for an all-college average. For the Washington Pre-College Testing Program, the grade predictions are the essential predictors and the test scores and high school grades are the raw data from which these are derived.

The Washington Pre-College Testing Program Counselor's Manual listed the following statistics for which comparisons were made:

Course Area	N	Standard Error of Estimate	Validity Coefficient	Predicted Mean GPA
All-college	5517	.58	.64	2.28
English Composition	4489	.62	.64	2.33
English Literature	1585	.71	.51	2.40
Mathematics	2377	.76	.53	2.11

William E. Batie, Centralia College, conducted a study for the Washington Pre-College Testing Program on community college students. His report entitled "A Statewide

Study of Achievement of Community College Students Compared with Their Performance and Predictions on the Washington Pre-College Test" gave the following validity coefficients for which comparisons were made:

	Sample from Ten State Community Colleges	Western Washington	Seattle University
All-college average	.59	.65	.59
English composition	.59	.65	.53
English literature	.45	.45	---
Mathematics	.44	.49	.52

The computer program used for this research allowed for missing data. This was necessary because not all the students had taken the WPCT nor were high school grade averages available for all students in the study. It was decided to use a program allowing for missing data in order not to discard any students in the sample. In interpreting the research, it is necessary to bear this in mind, because the means for the frequency distributions are not directly comparable. The same is true of the correlation coefficients. However, charts have been designed to show equivalent information, which offsets this problem to some extent.

It is also assumed that the charts will be used as aids in counseling with students. The material has been organized to give the student a visual picture of the performance of students with similar grade predictions, high school grades, and EJC grades.

No attempt was made to cover all the observations that could be made from the research. The statistical material itself is voluminous because a number of different groupings were necessary in order to accomplish the dual purpose of a guidance instrument and an institutional research project in a single study. In general, the format of the manual will be to place the comments ahead of the statistics for the section. The statistics will be followed by a brief summary. In some instances, however, it has been necessary to intersperse written material with the statistics in order to communicate more effectively.

The following abbreviations are used in the manual:

F	Frequency	SD	Standard Deviation
CF	Cumulative Frequency	R	Range
P	Per Cent	N	Number
CP	Cumulative Per Cent		

Random Sample

The random sample was drawn from a population of 1153 freshmen who entered Everett Junior College in the fall of 1963. The population from which the sample was drawn included only those freshmen who were entering college for the first time, were high school graduates, and had taken the Washington Pre-College test previous to enrolling at Everett Junior College. A table of random numbers was used to select the sample.

The grades were earned at Everett Junior College between fall quarter 1963 and June 1965. Grades were recorded in three areas: the cumulative grade point average, English grades, and mathematics grades. The English grades include remedial and college level composition and literature. The mathematics grades include remedial and college level mathematics. The English composition prediction was used for the correlation with English grades. No distinction was made for length of attendance; some students completed only one quarter, while others remained for the full six quarters. The sample consisted of 281 students; however, ten students withdrew before earning grades.

Table 1. is the frequency distribution for predicted and earned grades for the total group. Data show that the students in the sample had a mean all-college prediction of 1.74, compared with a mean all-college prediction of 2.28 for the norming group. The mean predictions for English and mathematics were 1.81 and 1.47 respectively for the random sample, while those of the norming group were 2.33 and 2.11 respectively.[1] Table 1. shows that 70.1 per cent of the sample had predictions below 2.00, while only 42.8 per cent actually earned a cumulative average below 2.00 in college. Of the 116 students with EJC grade averages below 2.00, 92 were males and 24 were females. It is noted that the predictions for the females yielded a higher correlation (.64) with EJC grades than the predictions for the males. In fact, for males, the high school grade point correlated .06 higher with EJC grades than the all-college prediction correlated with EJC grades. The correlations between the all-college prediction and high school grades were .77 for males and .86 for females. Thus, it would appear that the test performance of the women was more consistent with their high school grades than was the test performance of the men.

Table 4. shows the relationship between the variables. Seventy per cent of the students whose predictions were below 1.5 failed to earn a cumulative average of C. The percentage decreased to 49.3 for those with predictions between 1.50-1.79, and then to 35.1 for those with predictions between 1.80-1.99. There were 188 students who earned grades whose predictions were below 2.00. The WPCT correctly identified 55.3 per cent of those who would fail. Of those with predictions above 2.00, only 14.4 per cent failed to earn grades of C or better. The other interesting observation

[1] The norming group were students who entered the University of Washington as freshmen in 1953 and 1954. The grades which these students earned during the period 1953-57, a four-year span for the 1953 group and a three-year span for the 1954 group, were used as the criteria for the predictions.

is that the standard error of estimate seems to be a reliable guide for determining the expected grade range at Everett Junior College. The charts indicate that most students were earning grades within the anticipated range of their standard error of estimate.

Table 4. also yields some interesting comparisons between high school grades and the predictions. No student with a high school grade average below 2.00 warranted a prediction above 2.00, and only 12 students with high school grades between 2.00-2.49 received predictions above C. This information is compared with Table 5., which shows that 19.2 per cent with high school grades below 2.00 actually earned grades of C or better in college. In the range 2.00-2.49, approximately 57 per cent earned grades of C or better. Five of these students were able to earn grades between 3.00-4.00. Only 27 of the students with high school averages 2.50 and above had predictions below C. Of these, 13 failed. Thus, the WPCT correctly identified 48 per cent of those who would fail who had high school grades 2.50 and above.

From the foregoing it would appear that the predictions have the following implications for counseling:

(1) Students with high school grades below 2.00 and predictions below 1.5 would be properly counseled if they were encouraged to take remedial classes, career planning, and seek the assistance of the counseling staff to help them identify their educational objectives.

(2) Students with high school grades between 2.00-2.49 should be treated similarly if their predictions are below 1.5.

(3) It is also evident that attention should be paid to the predictions for those students who present high school grades 2.50 and above.

There are two other interesting observations to be made from Table 5. Of those who earned grades, 175 students would have been ineligible to attend college if a high school grade average of 2.50 were required for admission. Forty-one per cent earned grades of C or better in the junior college program.

The other observation is a theoretical comparison (based on the random sample) between a junior college and an institution having a selective admission policy. There were 99 students in the sample with high school grades 2.50 and above. Only 27, or 27 per cent, had predictions below 2.00. Only two per cent had predictions below 1.5. These figures are compared with the entire random sample. Predictions below 1.5 were indicated for 29.2 per cent; 70 per cent had predictions below C.

By virtue of the "open door", junior colleges have a need for remedial programs to upgrade the academic skills of many of their students. Mandatory placement is suggested as one way to insure that students who need remedial work will be given the opportunity to receive it. Many suggest that the placement procedures adopted by the four-year school should be adopted by the junior colleges. It can be seen from the above that if mandatory placement were put into effect in a junior college without a careful analysis of the student body, that institution might well have the majority of its students in remedial programs. It is obvious that junior colleges do not have a student body comparable to an institution requiring a minimum grade point of 2.50 from high school, and that procedures valid for that student body would be unrealistic at a junior college. For many, the junior college program itself seems to be sufficient to enable students to perform above their high school grades and predictions.

During the past year there has been considerable discussion by the English Department on the feasibility of using the WPCT English prediction or English composite score for mandatory placement in remedial English. Table 6. shows the distribution for predicted and achieved grades for those students in the sample who took English. There were 234 students who earned grades in English, 156 males and 78 females. The correlation between predicted and achieved grades was .52 for males and .74 for females. Table 7. shows the correlation between the different English tests of the battery and EJC English grades. Data indicate that the highest correlation was .61 for English usage, while the others were in the 40s and below. The composite standard score is a weighted average of all English scores, and from the correlations it can be inferred that the resulting composite score would be less valid than the English prediction for mandatory placement. The vocabulary test yielded a mean standard score of 35, while the other standard scores were much closer to the average of 50. This would seem to indicate that students at Everett need particular help in vocabulary building.

Table 8. shows that 30.3 per cent of the sample failed to earn grades of C or better in English. Of those with English predictions below 1.5, 67 per cent failed to earn grades of C or better. However, 17 students with this prediction earned grades above C, and three of the 17 earned grades between 3.00-4.00. Thirty-three per cent of the students who had predictions between 1.50-1.99 failed to pass in English; however, nine students in this range earned grades 2.50 and above, four being in the 3.00-4.00 range.

Theoretically, a random sample is representative of the population from which it was drawn. There were 1153 students in the population, so there was a possibility that 22 per cent, or 254, would have had English predictions below 1.5. Of the 254 students, it could be estimated that 170 would fail to earn grades of C or better. Sixty-three per cent of the entire sample had predictions below 2.00. Thus, it can be assumed that there would be approximately 726 students with this prediction in the population. Table 8. shows that 45 per cent of those with predictions below 2.00 failed to earn grades of C or better in English; therefore, it can be inferred that approximately 327 students with predictions below 2.00 would fail.

In setting a cut-off point for mandatory placement, a grade prediction should be selected where the number of false identifications is as few as possible. On the basis of the above, it would appear that predictions below 1.5 would be the most suitable place for a cut-off point for mandatory placement. However, even with this cut-off point, it would seem wise to provide a method whereby students could move out of the program based upon their performance. Since this cut-off point would miss a number of students in the 1.50-1.99 range, it would appear that provisions for downward mobility should be provided as well.

It is probably possible to arrive at a cut-off point by using a combination of the high school grade point, the English prediction, and the all-college prediction. It will be recalled that 80.8 per cent of the students with high school grades below 2.00 failed to earn grades of C or better and that 70 per cent of those with an all-college prediction below 1.5 failed. It would seem that the use of all three measures might result in a smaller number of false identifications.

It is also assumed that mandatory placement in English is predicated on the basis that English skills are directly related to overall academic success rather than success in English courses per se. Therefore, a comparison of English grades with the EJC cumulative average is relevant. Of the 71 students who received grades below C in English, 59 per cent were below C in overall average. This would indicate that the problem encompasses a wider scope than English courses, since students who failed English failed in other courses. This fact would seem to point to the need for a specially-designed curriculum whereby students are simultaneously enrolled in courses that will prepare them for more strigent academic subjects. Economically, it seems ill-advised to offer an extensive remedial English program if the students are going to be dropped because their cumulative average is below C.

Table 9. is the distribution for predicted and achieved grades for those students who took mathematics courses. Of the 126 students in the sample who earned grades, only 20 were females. The predictions correlated .59 for the males and .20 for the females. The correlation of .20 for women is interesting in view of the fact that their correlations were higher for the all-college and English predictions. The correlations between the EJC cumulative average and math grades are high, being .74 for the group, .76 for males, and .69 for females. Mathematics correlated higher with overall academic perfomance than did English for male students.

Table 10. shows the correlations for the tests of the battery. The means are raw scores, so they are not comparable. None of the tests correlated very high with EJC math grades, the highest being intermediate math with a correlation of .45. As was true in English, the grade prediction correlated higher than any of the individual tests.

Table 11. shows that 50 per cent of the sample failed to earn grades of C or better in math. For those students with predictions below 1.5, 70 per cent were correctly identified by the WPCT. The predictions were 48 per cent accurate for those in the 1.50-1.99 range, which is higher than it was for English in this same predicted range. Sixty-eight per cent of those who failed mathematics were below C in their cumulative average, and only 11 per cent of all students who earned grades above C in math had a cumulative average below 2.00. These latter figures show why the correlation with the EJC GPA was so high.

The Mathematics Department has not expressed an interest in the use of the WPCT predictions for mandatory placement. However, approximately the same percentage of students whose predictions were below 1.5 failed in math as failed in English with this prediction. Table 11. also shows that 96 students, or 76 per cent of the sample, had predictions below

2.00. Of these, the test correctly identified 59 per cent. This was higher than the 45 per cent identified in English. The all-college prediction was close, since it correctly identified 55.3 per cent of all those who would fail to earn a cumulative average of C or better in college.

Table 1.

Random Sample: Grades Earned Between Fall 1963 - June 1965

Total Group

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA			
	Mean = 1.74 S.D. = .45 R = .8 - 3.3 N = 281				Mean = 2.334 S.D. = .530 R = 1.00 - 3.79 N = 281				Mean = 2.049 S.D. = .722 R = 0.00 - 3.95 N = 271			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	33	33	11.7	11.7	4	4	1.4	1.4	32	32	11.8	11.8
1.25 - 1.49	49	82	17.5	29.2	8	12	2.9	4.3	18	50	6.7	18.5
1.50 - 1.74	74	156	26.3	55.5	20	32	7.1	11.4	31	81	11.4	29.9
1.75 - 1.99	41	197	14.6	70.1	45	77	16.0	27.4	35	116	12.9	42.8
2.00 - 2.24	45	242	16.0	86.1	48	125	17.1	44.5	43	159	15.9	58.7
2.25 - 2.49	21	263	7.5	93.6	57	182	20.3	64.8	42	201	15.5	74.2
2.50 - 2.74	11	274	3.9	97.5	43	225	15.3	80.1	32	233	11.8	86.0
2.75 - 2.99	4	278	1.4	98.9	16	241	5.7	85.8	13	246	4.8	90.8
3.00 - 3.24	2	280	.7	99.6	21	262	7.4	93.2	15	261	5.5	96.3
3.25 - 3.49	1	281	.4	100.0	12	274	4.3	97.5	5	266	1.9	98.2
3.50 - 3.74					6	280	2.1	99.6	2	268	.7	98.9
3.75 - 4.00					1	281	.4	100.0	3	271	1.1	100.0

Correlation Coefficients	English Pred.	Math Pred.	All-College Pred.	English Grades	Math Grades	EJC GPA	HS GPA
English Pred. N= 281	---	.83	.95				.76
Math Pred. N= 281	.83	---	.91				.76
All-Coll. Pred. N=281	.95	.91	---				.83
EJC English Grades N=234	.66	.58	.65	---		.66	.58
EJC Math Grades N=126	.43	.54	.50	.43	---	.74	.54
EJCGPA N = 271	.59	.52	.62			---	.65
HSGPA	.76	.76	.83				---

		Mean	S.D.
N=281	English Pred.	1.81	.45
N=281	Math Pred.	1.47	.54
N=281	All-College	1.74	.45
N=234	English Grades	2.000	.775
N=126	Math Grades	1.648	.979
N=271	EJCGPA	2.049	.722
N=281	HSGPA	2.334	.530

Table 2.

Random Sample: Grades Earned Between Fall 1963 - June 1965

Males

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA			
	Mean = 1.63 S.D. = .40 R = .8 - 2.8 N = 189				Mean = 2.197 S.D. = .466 R = 1.18 - 3.64 N= 189				Mean = 1.937 S.D. = .714 R = 0.00 - 3.87 N = 181			
	F	CF	PC	CP	F	CF	PC	CP	F	CF	PC	CP
0.00 - 1.24	28	28	14.8	14.8	3	3	1.6	1.6	27	27	14.9	14.9
1.25 - 1.49	42	70	22.2	37.0	7	10	3.7	5.3	13	40	7.2	22.1
1.50 - 1.74	49	119	26.0	63.0	19	29	10.0	15.3	22	62	12.2	34.3
1.75 - 1.99	32	151	16.9	79.9	37	66	19.6	34.9	30	92	16.5	50.8
2.00 - 2.24	27	178	14.3	94.2	35	101	18.5	53.4	26	118	14.4	65.2
2.25 - 2.49	6	184	3.2	97.4	39	140	20.7	74.1	25	143	13.8	79.0
2.50 - 2.74	3	187	1.5	98.9	29	169	15.3	89.4	18	161	10.0	89.0
2.75 - 2.99	2	189	1.1	100.0	8	177	4.3	93.7	9	170	4.9	93.9
3.00 - 3.24					8	185	4.2	97.9	7	177	3.9	97.8
3.25 - 3.49					2	187	1.0	98.9	3	180	1.6	99.4
3.50 - 3.74					2	189	1.1	100.0				
3.75 - 4.00									1	181	.6	100.0

Correlation Coefficients

	EJC	HS	All-College Pred.
All-College N=189		.77	---
EJC GPA - N=181	--	.63	.57

Table 3.

Random Sample: Grades Earned Between Fall 1963 - June 1965

Females

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA			
	Mean = 1.97 S.D. = .47 R = 1.1 - 3.3 N = 92				Mean = 2.615 S.D. = .542 R = 1.00 - 3.79 N = 92				Mean = 2.273 S.D. = .686 R = 0.00 - 3.95 N = 90			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	4	4	4.3	4.3	1	1	1.1	1.1	5	5	5.6	5.6
1.25 - 1.49	7	11	7.7	12.0	1	2	1.1	2.2	5	10	5.5	11.1
1.50 - 1.74	26	37	28.2	40.2	1	3	1.1	3.3	9	19	10.0	21.1
1.75 - 1.99	9	46	9.8	50.0	8	11	8.7	12.0	5	24	5.6	26.7
2.00 - 2.24	18	64	19.6	69.6	13	24	14.1	26.1	17	41	18.9	45.6
2.25 - 2.49	15	79	16.3	85.9	18	42	19.6	45.7	17	58	18.8	64.4
2.50 - 2.74	8	87	8.7	94.6	14	56	15.2	60.9	14	72	15.6	80.0
2.75 - 2.99	2	89	2.1	96.7	8	64	8.7	69.6	4	76	4.4	84.4
3.00 - 3.24	2	91	2.2	98.9	13	77	14.1	83.7	8	84	8.9	93.3
3.25 - 3.49	1	92	1.1	100.0	10	87	10.9	94.6	2	86	2.3	95.6
3.50 - 3.74					4	91	4.3	98.9	2	88	2.2	97.8
3.75 - 4.00					1	92	1.1	100.0	2	90	2.2	100.0

Correlation Coefficients

	EJC	HS	All-College Prediction
EJC - N=90	---	.62	.64
WPCT - All-College N=92		.86	

25

Table 4.

Random Sample: Grades Earned Between Fall 1963 - June 1965

H.S. G.P.A. N = 82 | WPCT - ALL - College Average Prediction N = 82 P.C. = 29.2 | EJC G.P.A. N = 80

Distribution 0.00 - 1.49

H.S. G.P.A., N = 82

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.		1	1	27	43	10
P.C.		1.2	1.2	33.0	52.4	12.2
	Mean	1.881	S.D.	.331	Range	1.18-3.20

WPCT, N = 82, P.C. = 29.2

Mean	1.24
S.D.	.16
Range	.8 - 1.4

EJC G.P.A., N = 80

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.			3	21	25	31
P.C.			3.7	26.3	31.2	38.8
	Mean	1.576	S.D.	.596	Range	0.00 - 2.48

Distribution 1.50 - 1.79
N = 74
P.C. = 26.3

H.S. G.P.A., N = 74

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.		1	10	45	17	1
P.C.		1.4	13.5	60.8	22.9	1.4
	Mean	2.183	S.D	.315	Range	1.00 - 3.00

Mean	1.60
S.D.	.08
Range	1.5 - 1.7

EJC G.P.A., N = 71

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.		3	5	28	21	14
P.C.		4.2	21	39.4	29.6	19.7
	Mean	1.907	S.D.	.606	Range	0.00 - 3.36

Distribution 1.80 - 1.99
N = 41
P.C. = 14.6

H.S. G.P.A., N = 41

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.			14	21	5	1
P.C.			34.1	51.3	12.2	2.4
	Mean	2.320	S.D.	.294	Range	1.43 - 2.83

Mean	1.83
S.D.	.05
Range	1.8 - 1.9

EJC G.P.A., N = 37

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.	1		12	11	12	1
P.C.	2.7		32.4	29.8	32.4	2.7
	Mean	2.246	S.D.	.479	Range	1.13 - 3.56

Distribution 2.00 - 2.49
N = 66
P.C. = 23.5

H.S. G.P.A., N = 66

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.	1	20	33	12		
P.C.	1.5	30.3	50.0	18.2		
	Mean	2.801	S.D.	.317	Range	2.29 - 3.56

Mean	2.19
S.D.	.14
Range	2.0 - 2.4

EJC G.P.A., N = 65

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.		12	19	23	8	3
P.C.		18.5	29.2	35.4	12.3	4.6
	Mean	2.430	S.D.	.594	Range	0.00 - 3.29

Distribution 2.50 - 2.99
N = 15
P.C. = 5.3

H.S. G.P.A., N = 15

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.	4	10	1			
P.C.	26.7	66.6	6.7			
	Mean	3.308	S.D.	.236	Range	2.95 - 3.68

Mean	2.63
S.D.	.12
Range	2.5 - 2.9

EJC G.P.A., N = 15

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.	1	5	6	2		1
P.C.	6.7	33.3	40.0	13.3		6.7
	Mean	2.747	S.D.	.744	Range	.40 - 3.87

Distribution 3.00 - 4.00
N = 3
P.C. = 1.1

H.S. G.P.A., N = 3

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.	2	1				
P.C.	66.7	33.3				
	Mean	3.493	S.D.	.326		
Total No.	7	33	59	105	65	12
Total P.C.	2.5	11.7	21.0	37.4	23.1	4.3

Total No. = 281

Mean	3.13
S.D.	.12
Range	3.0 - 3.3

Total No. = 281

EJC G.P.A., N = 3

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.	3					
P.C.	100.0					
	Mean	3.84	S.D.	.142	Range	3.64 - 3.95
Total No.	5	20	45	85	66	50
Total P.C.	1.8	7.4	16.6	31.4	24.4	18.4

Total No. = 271

Table 5.

Random Sample: Grades Earned Between Fall 1963 - June 1965

WPCT - All-College Average Prediction

N = 77

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.					24	53
P.C.					31.2	68.8
	Mean	1.33	S.D.	.27	Range	.8 - 1.9

N = 105

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.				12	66	27
P.C.				11.4	62.9	25.7
	Mean	1.62	S.D.	.24	Range	1.2 - 2.2

N = 59

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.			1	33	24	1
P.C.			1.7	55.9	40.7	1.7
	Mean	1.99	S.D.	.25	Range	1.4 - 2.6

N = 40

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.		3	14	21	1	1
P.C.		7.5	35.0	52.5	2.5	2.5
	Mean	2.45	S.D.	.33	Range	1.4 - 3.3
Total No.		3	15	66	115	82
Total P.C.		1.0	5.3	23.5	41.0	29.2

Total N = 281

H.S. G.P.A.

N = 77
P.C. = 27.4
0.00 - 1.99

Mean	1.716
S.D.	.212
Range	1.00 - 1.99

Distribution 2.00 - 2.49
N = 105
P.C. = 37.4

Mean	2.250
S.D.	.134
Range	2.00 - 2.49

Distribution 2.50 - 2.99
N = 59
P.C. = 21.0

Mean	2.665
S.D.	.141
Range	2.50 - 2.97

Distribution 3.00 - 4.00
N = 40
P.C. = 14.2

Mean	3.255
S.D.	.216
Range	3.00 - 3.79

Total N = 281

EJC G.P.A.

N = 73

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.			1	13	25	34
P.C.			1.4	17.8	34.2	46.6
	Mean	1.456	S.D.	.603	Range	0.00 - 2.68

N = 102

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.	1	4	10	43	31	13
P.C.	1.0	3.9	9.8	42.2	30.4	12.7
	Mean	2.001	S.D.	.552	Range	0.00 - 3.56

N = 56

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.		5	21	19	9	2
P.C.		8.9	37.5	34.0	16.0	3.6
	Mean	2.389	S.D.	.517	Range	0.00 - 3.25

N = 40

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.	4	11	13	10	1	1
P.C.	10.0	27.5	32.5	25.0	2.5	2.5
	Mean	2.775	S.D.	.619	Range	.40 - 3.95
Total No.	5	20	45	85	66	50
Total P.C.	1.8	7.4	16.6	31.4	24.4	18.4

Total N = 271

Table 6.

Random Sample: English Grades Earned Between Fall 1963 - June 1965

	Males								Females							
Distribution	WPCT - English Pred.				English Grades				WPCT - English Pred.				English Grades			
	Mean = 1.69 S.D. = .37 R = .9 - 2.7 N = 189				Mean = 1.818 S.D. = .718 R = 0.00 - 4.00 N = 156				Mean = 2.06 S.D. = .48 R = 1.2 - 3.6 N = 92				Mean = 2.364 S.D. = .755 R = 0.00 - 4.00 N = 78			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	23	23	12.2	12.2	28	28	17.9	17.9	1	1	1.1	1.1	6	6	7.7	7.7
1.25 - 1.49	34	57	18.0	30.2	5	33	3.3	21.2	9	10	9.8	10.9				
1.50 - 1.74	49	106	25.9	56.1	26	59	16.6	37.8	21	31	22.8	33.7	5	11	6.4	14.1
1.75 - 1.99	38	144	20.1	76.2					10	41	10.9	44.6	1	12	1.3	15.4
2.00 - 2.24	28	172	14.8	91.0	62	121	39.8	77.6	21	62	22.8	67.4	24	36	30.8	46.2
2.25 - 2.49	12	184	6.4	97.4	12	133	7.7	85.3	7	69	7.6	75.0	7	43	8.9	55.1
2.50 - 2.74	5	189	2.6	100.0	11	144	7.0	92.3	16	85	17.4	92.4	12	55	15.4	70.5
2.75 - 2.99									5	90	5.4	97.8				
3.00 - 3.24					10	154	6.4	98.7	1	91	1.1	98.9	16	71	20.5	91.0
3.25 - 3.49					1	155	.7	99.4					1	72	1.3	92.3
3.50 - 3.74									1	92	1.1	100.0	2	74	2.6	94.9
3.75 - 4.00					1	156	.6	100.0					4	78	5.1	100.0

Correlation Coefficients

	English Prediction	All-College Prediction	EJCGPA	HSGPA
Males English Grades N=156	.52	.50	.62	.45
Females English Grades N=78	.74	.75	.72	.62
Total Group N=234	.66	.65	.66	.58

1963 Random Sample Correlation Coefficients for English Raw Scores
Grades Earned Between Fall 1963 - June 1965

N=234	Vocabulary	English Usage	Spelling	Reading Speed	Reading Compr.	HSGPA	English Pred.	All-College Pred.	English Grades
Mean	21 *35	31 *45	13 *47	24 *48	8 *46	2.378	1.83	1.77	2.000
S.D.	9	14	8	6	5	.545	.44	.46	.775
Vocabulary	---	.60	.44	.26	.60	.33	.74	.64	.40
English Usage	.60	---	.59	.21	.50	.57	.85	.77	.61
Spelling	.44	.59	---	.20	.39	.49	.64	.56	.45
Reading Speed	.26	.21	.20	---	.40	.20	.24	.27	.14
Reading Compr.	.60	.50	.39	.40	---	.38	.57	.57	.43
HSGPA	.33	.57	.49	.20	.38	---	.77	.84	.58
English Pred.	.74	.85	.64	.24	.57	.77	---	.94	.66
All-College Pred.	.64	.77	.56	.27	.57	.84	.94	---	.65
EJC English Grades	.40	.61	.45	.14	.43	.58	.66	.65	---

*Raw score converted to Standard Score Equivalent

Table 8.

Random Sample: Grades Earned Between Fall 1963 - June 1965

English Prediction
N = 71

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.				5	31	35
P.C.				7.0	43.7	49.3
	Mean	1.50	S.D.	.28	Range	.9 - 2.3

EJC
English Grades
N = 71
P.C. = 30.3

Distribution 0.00 - 1.99

Mean	1.130
S.D.	.549
Range	0.00 - 1.75

EJC G.P.A.
N = 71

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.		1	1	20	25	24
P.C.		1.4	1.4	28.2	35.2	33.8
	Mean	1.638	S.D.	.573	Range	0.00 - 3.36

N = 105

No.			3	34	55	13
P.C.			2.9	32.3	52.4	12.4
	Mean	1.83	S.D.	.32	Range	1.1 - 2.6

Distribution 2.00 - 2.49
N = 105
P.C. = 44.9

Mean	2.060
S.D.	.127
Range	2.00 - 2.33

N = 105

No.		4	21	48	28	4
P.C.		3.8	20.0	45.7	26.7	3.8
	Mean	2.210	S.D.	.449	Range	.82 - 3.31

N = 23

No.			5	12	5	1
P.C.			21.7	52.2	21.8	4.3
	Mean	2.13	S.D.	.33	Range	1.3 - 2.6

Distribution 2.50 - 2.99
N = 23
P.C. = 9.8

Mean	2.588
S.D.	.08
Range	2.50 - 2.67

N = 23

No.		3	7	9	4	
P.C.		13.0	30.5	39.1	17.4	
	Mean	2.433	S.D.	.348	Range	1.82 - 3.13

N = 35

No.	1	1	15	11	4	3
P.C.	2.9	2.8	42.9	31.4	11.4	8.6
	Mean	2.32	S.D.	.52	Range	1.1 - 3.6

Total No.	1	1	23	62	95	52
Total P.C.	.5	.5	10.0	26.0	41.0	22.0

Total N = 234

Distribution 3.00 - 4.00
N = 35
P.C. = 15.0

Mean	3.200
S.D.	.367
Range	3.00 - 4.00

Total N = 234

N = 35

No.	4	10	13	4	4	
P.C.	11.4	28.6	37.1	11.5	11.4	
	Mean	2.101	S.D.	.581	Range	1.59 - 3.95

Total No.	4	18	42	81	61	28
Total P.C.	1.0	8.0	18.0	35.0	26.0	12.0

Total N = 234

Table 9.

Random Sample: Math Grades Earned Between Fall 1963 - June 1965

Distribution	Males								Females							
	WPCT - Math. Pred.				Math Grades				WPCT - Math Pred.				Math Grades			
	Mean = 1.36 S.D. = .51 R = .3 - 3.1 N = 189				Mean = 1.623 S.D. - .990 R = 0.00 - 4.00 N = 106				Mean = 1.71 S.D. = .52 R = .7 - 3.2 N = 92				Mean = 1.783 S.D. = .907 R = 0.00 - 4.00 N = 20			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	88	88	46.6	46.6	35	35	33.0	33.0	19	19	20.7	20.7	4	4	20.0	20.0
1.25 - 1.49	24	112	12.7	59.3	8	43	7.6	40.6	17	36	18.4	39.1	2	6	10.0	30.0
1.50 - 1.74	38	150	20.1	79.4	12	55	11.3	51.9	12	48	13.1	52.2	2	8	10.0	40.0
1.75 - 1.99	14	164	7.4	86.8					11	59	11.9	64.1				
2.00 - 2.24	15	179	7.9	94.7	27	82	25.5	77.4	23	82	25.0	89.1	9	17	45.0	85.0
2.25 - 2.49	5	184	2.7	97.4	2	84	1.8	79.2	4	86	4.4	93.5				
2.50 - 2.74	3	187	1.5	98.9	7	91	6.6	85.8	3	89	3.2	96.7				
2.75 - 2.99	1	188	.6	99.5	1	92	1.0	86.8	1	90	1.1	97.8				
3.00 - 3.24	1	189	.5	100.0	9	101	8.5	95.3	2	92	2.2	100.0	2	19	10.0	95.0
3.25 - 3.49																
3.50 - 3.74					3	104	2.8	98.1								
3.75 - 4.00					2	106	1.9	100.0					1	20	5.0	100.0

Correlation Coefficients:

	Math. Pred.	WPCT All-College Pred.	EJCGPA	HSGPA
Males Math Grades - N=106	.59	.56	.76	.59
Females Math Grades - N=20	.20	.26	.69	.40
Total Math Grades - N=126	.54	.50	.74	.54

Table 10.

1963 Random Sample Correlation Coefficients for Math Raw Scores Grades Earned Between Fall 1963 - June 1965

N=126	Intermediate Math.	Applied Math	Quant. Reasoning	HSGPA	Math. Pred.	All-College Pred.	EJC Math Grades
Mean	12*	10.5*	43.3*	2.383	1.57	1.79	1.648
S.D.	9.2	4.7	10.3	.524	.53	.43	.979
Intermediate Math.	---	.68	.59	.42	.68	.48	.45
Applied Math.	.68	---	.54	.43	.57	.46	.31
Quant. Reasoning	.59	.54	---	.29	.61	.49	.23
HSGPA	.42	.43	.29	---	.80	.86	.54
Math Prediction	.68	.57	.61	.80	---	.92	.54
All-College Prediction	.48	.46	.49	.86	.92	---	.50
EJC Math Grades	.45	.31	.23	.54	.54	.50	---

*Raw scores

Table 11.

Random Sample: Grades Earned Between Fall 1963 - June 1965

Distribution 0.00 - 1.99

Math Prediction
N = 63

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.			1	5	22	35
P.C.			1.6	7.9	34.9	55.6
	Mean	1.36	S.D.	.46	Range	.3 - 2.8

EJC
Math Grades
N = 63
P.C. = 50.0

Mean	.867
S.D.	.589
Range	0.00 - 1.67

EJC G.P.A.
N = 63

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.		1	3	16	30	13
P.C.		1.6	4.7	25.4	47.7	20.6
	Mean	1.785	S.D.	.514	Range	.9-3.03

Distribution 2.00 - 2.49

N = 38

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.			1	8	17	12
P.C.			2.6	21.1	44.7	31.6
	Mean	1.63	S.D.	.43	Range	.7 - 2.5

N = 38
P.C. = 30.2

Mean	2.017
S.D.	.07
Range	2.00 - 2.33

N = 38

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.		2	10	19	7	
P.C.		5.3	26.3	50.0	18.4	
	Mean	2.355	S.D.	.356	Range	.7 - 3.36

Distribution 2.50 - 2.99

N = 8

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.				3	3	2
P.C.				37.5	37.5	25.0
	Mean	1.80	S.D.	.47	Range	1.0 - 2.4

N = 8
P.C. = 6.3

Mean	2.565
S.D.	.09
Range	2.50 - 2.75

N = 8

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.			3	5		
P.C.			37.5	62.5		
	Mean	2.499	S.D.	183	Range	2.23-2.91

Distribution 3.00 - 4.00

N = 17

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.		1	4	7	4	1
P.C.		5.9	23.5	41.2	23.5	5.9
	Mean	2.11	S.D.	.49	Range	1.1 - 3.1
Total No.		1	6	23	46	50
Total P.C.		1.0	5.0	18.0	36.0	40.0

Total N = 126

N = 17
P.C. = 13.5

Mean	3.286
S.D.	.391
Range	3.00 - 4.00

Total N = 126

N = 17

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.	1	8	5	3		
P.C.	5.9	47.0	29.5	17.6		
	Mean	2.902	S.D.	.392	Range	2.14 - 3.87
Total No.	1	11	21	43	37	13
Total P.C.	1.0	9.0	17.0	34.0	29.0	10.0

Total N = 126

Summary

The achieved grades of the students in the random sample yielded similar correlations with the WPCT prediction as those shown for the norming group. For the 271 students in the sample who earned grades at Everett Junior College, the all-college prediction correlated .62 compared with .64 for the norming group. English grades correlated .66 and mathematics grades correlated .54 with the WPCT predictions. These are both slightly higher than those for the norming group, which were .64 and .53 respectively. They are also higher than those obtained by Batie for the sample of ten community colleges and are higher than those reported by Batie for Seattle University. Batie reported a correlation of .65 between the all-college average and grades earned at Western Washington State College; however, their correlations were reported to be .65 for English and .49 for mathematics.

The standard error of estimate was computed to be .56 for the random sample. This is slightly less than the one obtained for the norming group, which was .58. The charts also indicated that students were earning grades within the expected range of their predictions.

Based on the findings of the random sample, it appears that the grade predictions can be used effectively for counseling at Everett Junior College. The findings indicate that students with predictions 2.00 and above will be successful in the Everett Junior College program, since only 14.4 per cent with predictions 2.00 and above failed to earn a cumulative average of C or better. The percentage with predictions below 2.00 who failed to earn grades of C or better should be referred to when counseling students with similarly low predictions.

The findings of the random sample also indicate that the WPCT grade expectancies, which indicate the per cent of students who earn grades above and below their predictions, are not applicable to Everett Junior College. It was hypothesized that this would be true, both from the standpoint of the range of academic talent existing in a junior college and because of the difference in the junior college instructional and guidance program. The WPCT Program data would be more useful for the junior colleges if grade expectancies were developed for the junior college level from a sample of students who attended junior colleges in the State of Washington. Although most of the students indicate they are going on to a four-year school at the time of entrance, many terminate their education after attending a junior college. The non-selective admission policy of junior colleges also creates the need for early identification of those who will be unsuccessful in the regular academic program, so that proper courses can be designed to upgrade the student, or develop additional programs to better serve his need.

Based on the findings of the random sample it appears that if a cut-off point were to be set for mandatory placement in remedial classes at Everett Junior College, the most logical point would be predictions below 1.5 and a high school grade point below 2.00. In view of the large number of students with low predictions in a junior college it would seem wise to provide a method for mobility in or out of the program depending upon the performance of the student. It is also evident from the study that some thought should be given to the development of a specially-designed curriculum. Whether or not students should be mandatorily placed in remedial programs at the onset of their career is a judgment left to others. It is evident that the predictions can be used effectively for counseling students into remedial programs.

The correlations were different for men and women. This fact should be taken into consideration in counseling students. Other than in mathematics, the performance of the women was more consistent with their high school grades and predictions than was the performance of the men.

One-hundred and seventy-five students who earned grades would have been ineligible to attend an institution requiring a high school grade point of 2.50 for admission. Forty-one per cent of these students were successful in the Everett Junior College program. Although this record is far from perfect, it is more than adequate. Decisions as to whether or not students may pursue further education are terminal in nature and because of this have life-long effects. In view of the performance of the students in the random sample it is evident that junior colleges must be exceedingly careful not to resolve their institutional problems by "closing" the door. It would seem more realistic to keep the door open and to build programs to fit the needs of students, since junior colleges are the "last chance" for a large segment of our college-age population.

1965 Everett Junior College Graduates

Everett Junior College awards three degrees: the degree of Associate in Arts & Sciences for completion of a program of study designed for transfer to a four-year school; the degree of Associate in Technical Arts for completion of a program in technical education; and the degree of Associate in General Studies for the completion of a program in general education. A minimum of 90 quarter hours, exclusive of physical education activity courses, and a minimum grade point average of 2.0 are required for graduation. The majority of 1965 graduates completed the full 90 hours required for graduation at Everett Junior College. However, some of the students were transfers to Everett. A transfer student could obtain a degree by earning as few as 15 quarter hours at Everett Junior College. Of those students who completed all their work at Everett, most of them entered in 1963. Thus, many of the students in this sample are from the same population as the random sample.

There were 240 graduates in 1965. Of these, 175 were in arts and sciences, 49 in general studies, and 16 in technical arts. Table 12. shows the distribution for the total group. There were 181 graduates who had taken the WPCT; high school grade averages were available for 239 of the 240 students. The correlation between the WPCT all-college prediction and the EJC GPA was .64. However, the correlation decreased to .60 for males and increased to .68 for females. The HSGPA correlated .55 with the EJC GPA. This correlation was .50 for males and .61 for females. Both the WPCT prediction and the HSGPA correlated higher with EJC grades for women than for men, This was true in the random sample also.

Following is a comparison of the means for the random sample with those of the graduates:

	Means - Random Sample					Means - 1965 Graduates					
	N	WPCT	HS	N	EJC	N	WPCT	N	HS	N	EJC
Total	281	1.74	2.334	271	2.049	181	2.003	239	2.542	240	2.629
Men	189	1.63	2.197	181	1.937	120	1.888	159	2.387	160	2.578
Women	92	1.97	2.615	90	2.273	61	2.228	80	2.851	80	2.726

It is observed that the 1965 graduates had higher means on the three criteria. The all-college predicted mean for the graduates compared favorably with the mean of 2.28 for the norming group. The mean prediction for female graduates was exceedingly close in value to that of the norming group. Table 12. also indicates that 52.3 per cent of the graduates would have been eligible to enter directly an institution requiring a minimum grade point from high school of 2.50. This was true of only 35.2 per cent of the random sample.

Tables 13., 14., and 15. are the distributions for those students who earned degrees in arts and sciences. For this group the EJC GPA correlated .61 with the WPCT all-college prediction and .56 with the HSGPA. All the students were high school graduates, but only 138 had taken the test. Fifty-six per cent of the students in this degree program could have entered a college requiring 2.50 and above from high school. However, only 42.6 per cent of the males met this criteria compared with 77.6 per cent of the females. The males, however, increased their mean in college over high school while the females decreased theirs.

Tables 16., 17, and 18. are the distributions for those students earning the degree in general studies. The WPCT all-college prediction correlated .68 with the EJC GPA for the 32 students who had predictions. For all 49, the high school grade average correlated .40 with the EJC GPA. For this degree program, 42.9 per cent had high school averages 2.50 and above. However, only 35.1 per cent of the males had this grade point compared with 66.7 per cent of the females. There were only 12 women earning this degree, however. The means for the WPCT, high school, and Everett Junior College are lower for this group than for the graduates in arts and sciences.

Table 19. is the distribution for the 16 students who earned a degree in technical arts. The EJC GPA correlated with the WPCT all-college prediction .72 for the 11 students who had taken the test. Fifteen of the 16 students had high school grade averages. This correlation was .49 with the EJC cumulative average. Only six students in this program had high school grades 2.50 and above. The high school means for this group and those in general studies are similar, being 2.327 for technical arts and 2.360 for general studies. These are compared with the high school mean of 2.612 for those in arts and sciences. The achieved EJC grade average in technical arts is interesting in view of the low predictions and high school grade points for these students.

The number of students earning the degree in technical arts is surprising in view of the emphasis on technical education in junior colleges. The students are either entering the laboring field before completing their programs, or the programs themselves do not attract too many students. There are, however, a number of occupational curricula at Everett Junior College that are less than two years in length, such as practical nursing, cosmetology, and MDTA programs. These do not necessarily lead to the associate degree, even though they are occupational in nature.

Table 20. is a comparison of the high school grades for graduates who entered from Snohomish and King counties, other schools in Washington, and out-of-state. It is observed that 66.9 per cent of those from Snohomish County had high school grades 2.50 and above. The students from Snohomish County earned grades at Everett Junior College similar to their high school grades, since the means are almost identical. Their mean all-college prediction was 2.157, which is very close to that of the norming group.

The students from King County present a different picture. Only 31.7 per cent of these had high school grades 2.50 and above. Their predicted mean of 1.745 is almost identical to the one obtained for the random sample. These students increased in mean grade average in college over high school.

Approximately fifty-eight per cent of the students from other schools in Washington who selected Everett Junior College presented high school grades 2.50 and above. This was also true of 40 per cent of those from out-of-state. From these figures it is obvious that junior colleges attract many students for reasons other than a need to qualify for further education.

Table 21. shows that of the 181 students with predictions, 90 had predictions below 2.00. Table 22. shows that 21 students had predictions below 1.5. Only 18 students with high school grades 2.50 and above warranted predictions below 2.00, and the majority of low predictions are received by those students who have high school grade averages below 2.50. Table 21. indicates, however, that students are receiving grades within the anticipated range of their predictions.

Table 22. yields an interesting comparison with Table 5. Only 11.6 per cent of the graduates had predictions below 1.5 compared with 29.2 per cent for the random sample. The range between 1.50-1.99 was simlar, being 38.1 per cent for the graduates and 41 per cent for the random sample. The other interesting comparison is that 16.5 per cent of the graduates had predictions between 2.50-2.99, while on 5.3 per cent of the random sample had this prediction.

Table 22. shows that 131 graduates, or 55 per cent, earned college grades 2.50 and above. Fifteen of the students who earned these grades had high school grades below 2.00 and 28 had high school grades between 2.00-2.49. Fifty-one graduates, or 21.3 per cent, earned college grades between 3.00-4.00. Only 28 of the 51 had earned similar grades in high school.

Table 12.

1965 Everett Junior College Graduates

Total Group

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA			
	Mean = 2.003 S.D. = .475 R = .90 - 3.20 N = 181				Mean = 2.542 S.D. = .578 R = 1.22 - 3.84 N = 239				Mean = 2.629 S.D. = .436 R = 2.00 - 3.95 N = 240			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	6	6	3.3	3.3	1	1	.4	.4				
1.25 - 1.49	15	21	8.3	11.6	4	5	1.7	2.1				
1.50 - 1.74	35	56	19.3	30.9	18	23	7.5	9.6				
1.75 - 1.99	34	90	18.8	49.7	20	43	8.4	18.0				
2.00 - 2.24	39	129	21.6	71.3	37	80	15.5	33.5	53	53	22.1	22.1
2.25 - 2.49	17	146	9.4	80.7	34	114	14.2	47.7	55	108	22.9	45.0
2.50 - 2.74	22	168	12.1	92.8	35	149	14.6	62.3	44	152	18.3	63.3
2.75 - 2.99	8	176	4.4	97.2	36	185	15.1	77.4	36	188	15.0	78.3
3.00 – 3.24	5	181	2.8	100.0	19	204	8.0	85.4	32	220	13.4	91.7
3.25 - 3.49					21	225	8.7	94.1	11	231	4.6	96.3
3.50 - 3.74					10	235	4.2	98.3	4	235	1.6	97.9
3.75 - 4.00					4	239	1.7	100.0	5	240	2.1	100.0

Correlation Coefficients		WPCT	HS	EJC
Total Group				
N=239	High School	.87	---	.55
N=240	Everett Junior College	.64	.55	---
N=181	WPCT - All-College	---	.87	.64
Males				
N=159	High School	.84	---	.50
N=160	Everett Junior College	.60	.50	---
N= 120	WPCT - All-College	---	.84	.60
Females				
N= 80	High School	.87	---	.61
N= 80	Everett Junior College	.68	.61	---
N= 61	WPCT - All-College	---	.87	.68

Males	Mean	S.D.
N=159 H.S.	2.387	.554
N=160 EJC	2.578	.409
N=120 WPCT	1.888	.427

Females	Mean	S.D.
N=80 HS	2.851	.496
N=80 EJC	2.726	.469
N=61 WPCT	2.228	.485

1965 Graduates Earning Associate in Arts and Sciences Degree

Total Group

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA			
	Mean = 2.057 S.D. = .481 R = .90 - 3.20 N=138				Mean = 2.612 S.D. = .575 R = 1.29 - 3.84 N=175				Mean = 2.685 S.D. = .429 R = 2.00 - 3.95 N=175			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	5	5	3.6	3.6								
1.25 - 1.49	7	12	5.1	8.7	3	3	1.7	1.7				
1.50 - 1.74	22	34	15.9	24.6	10	13	5.7	7.4				
1.75 - 1.99	27	61	19.6	44.2	14	27	8.0	15.4				
2.00 - 2.24	33	94	23.9	68.1	23	50	13.2	28.6	28	28	16.0	16.0
2.25 - 2.49	13	107	9.4	77.5	27	77	15.4	44.0	40	68	22.9	38.9
2.50 - 2.74	20	127	14.5	92.0	21	98	12.0	56.0	34	102	19.4	58.3
2.75 - 2.99	6	133	4.4	96.4	34	132	19.4	75.4	30	132	17.1	75.4
3.00 - 3.24	5	138	3.6	100.0	12	144	6.9	82.3	28	160	16.0	91.4
3.25 - 3.49					19	163	10.8	93.1	7	167	4.0	95.4
3.50 - 3.74					8	171	4.6	97.7	3	170	1.7	97.1
3.75 - 4.00					4	175	2.3	100.0	5	175	2.9	100.0

Correlation Coefficients

	WPCT	HS	EJC
N=175 High School	.88	---	.56
N=175 Everett Junior College	.61	.56	---
N=138 All-College Prediction	---	.88	.61

Table 14.

1965 Male Graduates Earning Associate in Arts and Sciences Degree

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA			
	Mean = 1.931 S.D. = .444 R= .90 - 2.90 N = 89				Mean = 2.455 S.D. = .568 R = 1.29 - 3.84 N = 108				Mean = 2.644 S.D. = .400 R = 2.03 - 3.87 N = 108			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	4	4	4.5	4.5								
1.25 - 1.49	6	10	6.7	11.2	3	3	2.8	2.8				
1.50 - 1.74	20	30	22.5	33.7	9	12	8.3	11.1				
1.75 - 1.99	21	51	23.6	57.3	11	23	10.2	21.3				
2.00 - 2.24	16	67	18.0	75.3	20	43	18.5	39.8	19	19	17.6	17.6
2.25 - 2.49	9	76	10.1	85.4	19	62	17.6	57.4	25	44	23.1	40.7
2.50 - 2.74	10	86	11.2	96.6	10	72	9.3	66.7	27	71	25.0	65.7
2.75 - 2.99	3	89	3.4	100.0	20	92	18.5	85.2	14	85	13.0	78.7
3.00 - 3.24					3	95	2.8	88.0	16	101	14.8	93.5
3.25 - 3.49					7	102	6.4	94.4	3	104	2.8	96.3
3.50 - 3.74					5	107	4.7	99.1	2	106	1.8	98.1
3.75 - 4.00					1	108	.9	100.0	2	108	1.9	100.0

Table 15.

1965 Female Graduates Earning Associate in Arts and Sciences Degree

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA			
	Mean = 2.286 S.D. = .461 R = 1.10 - 3.20 N=49				Mean = 2.864 S.D. = .490 R = 1.61 - 3.82 N=67				Mean = 2.752 S.D. = .465 R = 2.00 - 3.95 N=67			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	1	1	2.0	2.0								
1.25 - 1.49	1	2	2.1	4.1								
1.50 - 1.74	2	4	4.1	8.2	1	1	1.5	1.5				
1.75 - 1.99	6	10	12.2	20.4	3	4	4.5	6.0				
2.00 - 2.24	17	27	34.7	55.1	3	7	4.4	10.4	9	9	13.4	13.4
2.25 - 2.49	4	31	8.2	63.3	8	15	12.0	22.4	15	24	22.4	35.8
2.50 - 2.74	10	41	20.4	83.7	11	26	16.4	38.8	7	31	10.5	46.3
2.75 - 2.99	3	44	6.1	89.8	14	40	20.9	59.7	16	47	23.8	70.1
3.00 - 3.24	5	49	10.2	100.0	9	49	13.4	73.1	12	59	18.0	88.1
3.25 - 3.49					12	51	17.9	91.0	4	63	5.9	94.0
3.50 - 3.74					3	54	4.5	95.5	1	64	1.5	95.5
3.75 - 4.00					3	57	4.5	100.0	3	67	4.5	100.0

Table 10.

1965 Graduates Earning Associate in General Studies Degree

Total Group

Distribution	WPCT - All-College Pred. Mean = 1.847 S.D. = .412 R = 1.20 - 2.80 N = 32				HSGPA Mean = 2.360 S.D. = .569 R = 1.22 - 3.53 N = 49				EJCGPA Mean = 2.461 S.D. = .394 R = 2.00 - 3.42 N = 49			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	1	1	3.1	3.1	1	1	2.0	2.0				
1.25 - 1.49	5	6	15.7	18.8	1	2	2.1	4.1				
1.50 - 1.74	11	17	34.3	53.1	6	8	12.2	16.3				
1.75 - 1.99	3	20	9.4	62.5	5	13	10.2	26.5				
2.00 - 2.24	5	25	15.6	78.1	10	23	20.4	46.9	19	19	38.8	38.8
2.25 - 2.49	4	29	12.5	90.6	5	28	10.2	57.1	12	31	24.5	63.3
2.50 - 2.74	2	31	6.3	96.9	9	37	18.4	75.5	7	38	14.3	77.6
2.75 - 2.99	1	32	3.1	100.0	2	39	4.1	79.6	4	42	8.1	85.7
3.00 - 3.24					7	46	14.3	93.9	4	46	8.2	93.9
3.25 - 3.49					2	48	4.1	98.0	3	49	6.1	100.0
3.50 - 3.74					1	49	2.0	100.0				
3.75 - 4.00												

Correlation Coefficients

	WPCT	HS	EJC
N=49 High School	.79	---	.40
N=49 Everett Junior College	.68	.40	---
N=32 All-College Prediction	---	.79	.68

1965 Male Graduates Earning Associate in General Studies Degree

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA			
	Mean = 1.738 S.D. = .320 R = 1.20 - 2.60 N = 21				Mean = 2.204 S.D. = .501 R = 1.22 - 3.23 N = 37				Mean = 2.408 S.D. = .349 R = 2.00 - 3.26 N = 37			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	1	1	4.8	4.8	1	1	2.7	2.7				
1.25 - 1.49	4	5	19.0	23.8	1	2	2.7	5.4				
1.50 - 1.74	7	12	33.3	57.1	6	8	16.2	21.6				
1.75 - 1.99	3	15	14.3	71.4	5	13	13.5	35.1				
2.00 - 2.24	5	20	23.8	95.2	8	21	21.7	56.8	15	15	40.5	40.5
2.25 - 2.49					3	24	8.1	64.9	10	25	27.1	67.6
2.50 - 2.74	1	21	4.8	100.0	8	32	21.6	86.5	5	30	13.5	81.1
2.75 - 2.99					1	33	2.7	89.2	3	33	8.1	89.2
3.00 - 3.24					4	37	10.8	100.0	3	36	8.1	97.3
3.25 - 3.49									1	37	2.7	100.0
3.50 - 3.74												
3.75 - 4.00												

Table 18.

1965 Female Graduates Earning Associate in General Studies Degree

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA			
	Mean = 2.055 S.D. = .483 R = 1.40 - 2.80 N = 11				Mean = 2.842 S.D. = .491 R = 2.07 - 3.53 N = 12				Mean = 2.623 S.D. = .474 R = 2.06 - 3.42 N = 12			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24												
1.25 - 1.49	1	1	9.1	9.1								
1.50 - 1.74	4	5	36.4	45.5								
1.75 - 1.99												
2.00 - 2.24					2	2	16.7	16.7	4	4	33.3	33.3
2.25 - 2.49	4	9	36.3	81.8	2	4	16.6	33.3	2	6	16.7	50.0
2.50 - 2.74	1	10	9.1	90.9	1	5	8.4	41.7	2	8	16.7	66.7
2.75 - 2.99	1	11	9.1	100.0	1	6	8.3	50.0	1	9	8.3	75.0
3.00 - 3.24					3	9	25.0	75.0	1	10	8.3	83.3
3.25 - 3.49					2	11	16.7	91.7	2	12	16.7	100.0
3.50 - 3.74					1	12	8.3	100.0				
3.75 - 4.00												

Table 19.

1965 Graduates Earning Associate in Technical Arts Degree*

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA			
	Mean = 1.773 S.D. = .393 R = 1.30 - 2.80 N = 11				Mean = 2.327 S.D. = .451 R = 1.70 - 3.51 N = 15				Mean = 2.506 S.D. = .468 R = 2.00 - 3.64 N = 16			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24												
1.25 - 1.49	3	3	27.3	27.3								
1.50 - 1.74	2	5	18.2	45.5	2	2	13.3	13.3				
1.75 - 1.99	4	9	36.3	81.8	1	3	6.7	20.0				
2.00 - 2.24	1	10	9.1	90.9	4	7	26.7	46.7	6	6	37.5	37.5
2.25 - 2.49					2	9	13.3	60.0	3	9	18.8	56.3
2.50 - 2.74					5	14	33.3	93.3	3	12	18.7	75.0
2.75 - 2.99	1	11	9.1	100.0					2	14	12.5	87.5
3.00 - 3.24												
3.25 - 3.49									1	15	6.3	93.8
3.50 - 3.74					1	15	6.7	100.0	1	16	6.2	100.0
3.75 - 4.00												

*Graduates earning this degree:
Males - 15
Females - 1

Correlation Coefficients

	WPCT	HS	EJC
N=15 High School	.79	---	.49
N=16 Everett Junior College	.72	.49	---
N=11 All-College Prediction	---	.79	.72

Table 20.

1965 EJC Graduates: Comparison of HSGPA

Distribution	Snohomish County HS				S. Snoh. & King Counties HS				In-State HS				Out-of-State HS			
	Mean = 2.725 S.D. = .540 R = 1.43 - 3.82 N=118				Mean = 2.314 S.D. = .516 R = 1.29 - 3.51 N = 82				Mean = 2.550 S.D. = .657 R = 1.33 - 3.84 N = 24				Mean = 2.343 S.D. = .550 R = 1.22 - 3.28 N = 15			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24													1	1	6.7	6.7
1.25 - 1.49	1	1	.8	.8	2	2	2.4	2.4	1	1	4.2	4.2				
1.50 - 1.74	4	5	3.4	4.2	10	12	12.2	14.6	3	4	12.5	16.7	1	2	6.6	13.3
1.75 - 1.99	7	12	6.0	10.2	11	23	13.4	28.0	1	5	4.1	20.8	1	3	6.7	20.0
2.00 - 2.24	12	24	10.1	20.3	19	42	23.2	51.2	2	7	8.4	29.2	4	7	26.7	46.7
2.25 - 2.49	15	39	12.8	33.1	14	56	17.1	68.3	3	10	12.5	41.7	2	9	13.3	60.0
2.50 - 2.74	17	56	14.4	47.5	9	65	11.0	79.3	7	17	29.1	70.8	2	11	13.3	73.3
2.75 - 2.99	24	80	20.3	67.8	8	73	9.7	89.0	2	19	8.4	79.2	2	13	13.4	86.7
3.00 - 3.24	13	93	11.0	78.8	3	76	3.7	92.7	2	21	8.3	87.5	1	14	6.6	93.3
3.25 - 3.49	15	108	12.7	91.5	5	81	6.1	98.8					1	15	6.7	100.0
3.50 - 3.74	8	116	6.8	98.3	1	82	1.2	100.0	1	22	4.2	91.7				
3.75 - 4.00	2	118	1.7	100.0					2	24	8.3	100.0				

	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
WPCT	99	2.157	.460	62	1.745	.385	14	2.121	.457	6	1.850	.407
High School	118	2.725	.540	82	2.314	.516	24	2.550	.657	15	2.343	.550
EJC	118	2.705	.447	82	2.481	.372	24	2.745	.449	15	2.567	.353

Arlington	3
Everett	65
Edmonds	10
Lake Stevens	6
Marysville	12
Snohomish	22
	118

Seattle City Schools	62
S.Snoh. & King	20
	82

Table 21.
Performance of 1965 Graduates by WPCT Distribution

H.S. G.P.A.
N = 90

WPCT - A.C.A.
N = 90
P.C. = 49.7
0 - 1.99

EJC G.P.A.
N = 90

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.		2	16	39	30	3
P.C.		2.2	17.8	43.3	33.4	3.3
	Mean	2.171	S.D.	.411	Range	1.29-3.29

Mean	1.613
S.D.	.227
Range	.9 - 1.90

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.	1	6	26	57		
P.C.	1.1	6.7	28.9	63.3		
	Mean	2.434	S.D.	.338	Range	2.0-3.53

N = 56

2.00 - 2.49
N = 56
P.C. = 30.9

N = 56

No.		13	31	12		
P.C.		23.2	55.4	21.4		
	Mean	2.798	S.D.	.336	Range	2.0-3.46

Mean	2.173
S.D.	.143
Range	2.00 - 2.40

No.		15	22	19		
P.C.		26.8	39.3	33.9		
	Mean	2.683	S.D.	.330	Range	2.0-3.34

N = 30

2.50 - 2.99
N = 30
P.C. = 16.6

N = 30

No.	8	19	3			
P.C.	26.7	63.3	10.0			
	Mean	3.313	S.D.	.304	Range	2.87-3.64

Mean	2.673
S.D.	.121
Range	2.50 - 2.90

No.	4	12	13	1		
P.C.	13.3	40.0	43.4	3.3		
	Mean	3.086	S.D.	.396	Range	2.33-3.92

N = 5

3.00 - 4.00
N = 5
P.C. = 2.8

N = 5

No.	4	1				
P.C.	80.0	20.0				
	Mean	3.636	S.D.	.188	Range	3.29-3.82

Mean	3.08
S.D.	.075
Range	3.00 - 3.20

No.	3		2			
P.C.	60.0		40.0			
	Mean	3.444	S.D.	.502	Range	2.83-3.95

Total No.	12	35	50	51	30	3
Total Per Cent	7.0	19.0	28.0	28.0	17.0	1.0

Total N = 181

Total No. 181

Total No.	8	33	63	77
Total Per Cent	4.0	18.0	35.0	43.0

Total N = 181

Table 22.

Performance of 1965 Graduates by H.S. G.P.A. Distribution

WPCT - All-College Average Prediction
N = 33

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.					19	14
P.C.					57.6	42.4
	Mean	1.467	S.D.	.225	Range	.9-1.80

H.S. G.P.A.
N = 43
P.C. = 18.0

0 - 1.99

Mean	1.720
S.D.	.186
Range	1.22 - 1.97

EJC G.P.A.
N = 43

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.		1	14	28		
P.C.		2.3	32.6	65.1		
	Mean	2.366	S.D.	.293	Range	2.00-3.23

Distribution 2.00 - 2.49

N = 51

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.				12	33	6
P.C.				23.5	64.7	11.8
	Mean	1.759	S.D.	.234	Range	1.3-2.20

N = 71
P.C.= 29.7

Mean	2.242
S.D.	.154
Range	2.00-2.49

N = 71

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.		6	22	43		
P.C.		8.50	30.9	60.6		
	Mean	2.468	S.D.	.322	Range	2.00-3.35

Distribution 2.50 - 2.99

N = 50

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.			3	31	15	1
P.C.			6.0	62.0	30.0	2.0
	Mean	2.078	S.D.	.250	Range	1.40-2.60

N = 71
P.C. = 29.7

Mean	2.731
S.D.	.146
Range	2.50 - 2.99

N = 71

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.	1	15	26	29		
P.C.	1.4	21.1	36.7	40.8		
	Mean	2.643	S.D.	.357	Range	2.01-3.53

Distribution 3.00 - 4.00

N = 47

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.		5	27	13	2	
P.C.		10.6	57.5	27.6	4.3	
	Mean	2.364	S.D.	.347	Range	1.50-3.20

N = 54
P.C. = 22.6

Mean	3.345
S.D.	.213
Range	3.00 - 3.84

N = 54

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
No.	7	21	18	8		
P.C.	13.0	38.9	33.3	14.8		
	Mean	3.007	S.D.	.469	Range	2.00-3.95

	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
Total No.	5	30	56	69	21
Total Per Cent	2.8	16.5	31.0	38.1	11.6

Total N = 181

Total N = 239

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00
Total No.	8	43	80	108
Total Per Cent	3.7	18.0	33.3	45.0

Total N = 239

Summary

The correlation between the all-college prediction and the EJC cumulative average was .64 for the 181 graduates who had taken the WPCT. This correlation is the same as the one reported for the norming group. The all-college predicted mean for the graduates also compared favorably with the mean for the norming group. In general, the students earned grades within the expected range of their predictions indicated by the standard error of estimate.

Approximately 50 per cent of the graduates who had taken the WPCT had predictions below 2.00. There were 21 students, or 11.6 per cent, who had predictions below 1.5. There were 43 graduates who had high school grade point averages below 2.00, and fifteen of these students were able to earn grades 2.50 and above at Everett.

Seventy-seven graduates in the arts and sciences program did not qualify for entrance into a college requiring a minimum high school grade point of 2.50 for admission. All of these students may now enter with junior standing.

Approximately 58 per cent of the students in the terminal programs had high school grade averages below 2.5. Although these students did not indicate they intend to pursue further academic work, many have amassed a considerable number of transferrable credits which would be applicable to a baccalaureate degree program.

The study of the 1965 graduates reinforces the findings of the random sample that the non-selective admission policy does provide an opportunity for many. This was particularly true for male students, since they account for 39 of the 43 students who had high school grades below 2.00, and for 95 of the 114 who had high school grades below 2.5. Seventy-five of the 90 predicted failures were men. It appears that closing the door would primarily affect male students, and this would be unfortunate in a society that places such a high premium on education for future occupational and economic success.

High school grade averages for the graduates from King County were lower than those for students from other counties in the State of Washington. This would appear to indicate that many students do use the services of a junior college for a second chance, since four-year schools were more readily available to the students from King County had they qualified for admission.

Snohomish County was well-represented in the 1965 graduating class. They comprised 49 per cent of the graduating class. Only 12 students presented high school averages below 2.00, and only 39 of the 118 would have been ineligible to attend a college with a selective admission policy. Therefore, it can be assumed that approximately 67 per cent of the students from Snohomish County chose Everett Junior College for reasons other than a need to qualify for admission to another college.

Follow-Up Study of EJC Students Enrolled in Four-year Institutions

The following sections are devoted to an analysis of the performance of EJC students who transferred to the University of Washington, Western Washington State College, and Seattle University. The sample consists of all EJC students enrolled in these institutions fall quarter 1965. No attempt was made to segregate the students according to their matriculation date at Everett Junior College. However, most of the students attended Everett Junior College between 1960-1965. There were some students who attended during the 1950s, and one student graduated from Everett Junior College as far back as 1946.

Each of the three groups of transfers was divided into EJC native students and those who had attended another college prior to enrolling at Everett. For the students who attended another college before transferring to Everett, no attempt was made to establish grade points earned or length of time spent in other institutions, since the objectives of the research were: (1) to gain a clearer picture of the performance of EJC native students at the transfer institutions; (2) to compare the WPCT, HSGPA, and senior college GPA of native EJC transfers with those EJC students who had initiated their education elsewhere; and (3) to determine the number of students who returned to the four-year institution they had attended before enrolling at Everett. (The latter would have an effect upon the four-year cumulative average reported for these students, since the cumulative GPA would include all grades earned at that institution.)

The number of credits earned at Everett Junior College and the transfer institution was recorded for each student in the sample. This was done in order to evaluate theperformance of EJC students in relationship to time spent at Everett and to analyze the perfomance of students as they progressed in the four-year school. Thus, the study encompasses aspan of years for each institution. This design should tend to increase the value of the study for counseling purposes, since there is a possibility that students would have been subjected to different instructional influences at Everett Junior College and the transfer institutions.

The study is primarily concerned with the relationship between the high school grade average, the all-college prediction, the EJC grade average, and the grade aveage at the four-year institution. However, for informational purposes, the English composie standard scores and English predictions were included. This was done in order to gain adiitional knowledge on the use of either of these variables for placement in English at Everett Junior College.

The University of Washington and Western Washington State College reqire a high school grade point average of 2.50 for admission directly from high school. Thecatalog for Seattle University does not state a specific high school grade point requirement.

EJC Students Enrolled at the University of Washington Fall Quarter 1965

The University of Washington was selected as the transfer institution by the majority of EJC students in the follow-up study. There were 564 former EJC students enrolled at the University of Washington fall quarter 1965. Of these, 386 were native EJC transfers, 96 had attended the University of Washington prior to enrolling at Everett and had returned to the University, and 82 had attended another college before enrolling at Everett and then transferring to the University.

The University of Washington's Office of College Relations provides Everett Junior College with information on the quarterly performance of its former students. Included with this report is a statistical summary for all junior college transfers and for the total undergraduate enrollment. These have been reproduced on page 67 in order to provide a basis for understanding the performance of EJC students in relationship to the performance of all undergraduate students at the University.

The statistics from the University of Washington show that for 19,547 undergraduates at the University fall quarter 1965, the mean grade point in University courses only was 2.472. For the 2,374 junior college transfers, the mean grade point in University courses only was 2.241. The University of Washington has required a minimum high school grade point of 2.50 since Fall Quarter 1961 for those students who enter the University directly from high school. Junior college transfers were required to have a cumulative junior college average of 2.00 fall quarter 1965. Below is a comparison in per cent between grade point averages earned at the University of Washington by the total undergraduate enrollment, total junior college transfers, total EJC transfers and native EJC transfers:

UW Grade Range	UW Undergraduates	JC Transfers	All EJC Transfers	EJC Native Transfers
0.00 - 1.99	16.3	27.9	29.8	28.0
2.00 - 2.49	36.3	40.5	40.8	39.3
2.50 - 2.99	27.6	20.3	20.2	22.1
3.00 - 3.49	15.0	9.2	8.7	9.8
3.50 - 4.00	4.8	2.1	.5	.8
Above 2.00 UW	83.7	72.1	70.2	72.0
Above UW Mean	47.4	31.6	29.4	32.7
Above JC Mean		50.0	47.7	50.7

All EJC transfers and native EJC transfers earned grades similar to those earned by all junior college transfers enrolled at the University of Washington fall quarter 1965. Although the total undergraduate enrollment had a higher percentage of students earning grades above the mean and B or better at the University than did the total junior college transfer group, the total undergraduate enrollment contained a larger percentage of students who entered the University of Washington with high school grades 2.5 and above. For all EJC transfers, 48.4 per cent had high school grade below 2.5. The percentage was 49.1 per cent for native EJC transfers.

The information below summarizes the performance of the three groups of EJC transfers enrolled at the University of Washington fall quarter 1965. The information for the summary was abstracted from tables 24., 45., and 54.

As cited previously, the University of Washington has required, since Fall Quarter 1961, a minimum grade point of 2.50 for those students who enter the University directly from high school. It is possible, therefore, that many of the students who initiated their education at the University had attended another college before entering the University the first time. Thus, in comparing the performance of EJC native transfers to the other two groups it is necessary to bear in mind that for many EJC transfers the University of Washington was at least the third college attended.

	N	Native	N	Initiated UW	N	Other Colleges
Mean All-College	303	2.066	71	1.993	47	2.085
Mean High School	377	2.563	92	2.558	72	2.491
Mean EJC	386	2.734	96	2.808	82	2.903
Mean UW	379	2.225	96	1.944	79	2.292
UW-EJC Mean Differential		.51		.86		.61
Correlation UW-All-Coll.	303	.36	71	.16	47	.33
Correlation EJC-All-Coll.	303	.60	71	.26	47	.57
Correlation EJC-Engl.C.	312	.40	71	.18	47	.42
Correlation EJC-Engl.P.	303	.52	71	.21	47	.55
Correlation EJC-UW	379	.44	96	.14	79	.19
PC Below 2.00 All-Coll.	140	46.2	35	49.3	20	42.6
PC Below 2.50 HS	185	49.1	42	45.7	35	48.6
PC Below 2.50 EJC	132	34.2	27	28.1	19	23.2
PC Below 2.00 UW	106	28.0	41	42.7	18	22.8
PC 2.00 & above UW	273	72.0	55	57.3	61	77.2
PC 2.50 & above UW	124	32.7	11	11.5	28	35.4
PC 3.00 & above UW	40	10.6	2	2.1	9	11.4

The summary shows that the mean all-college predictions were similar for the three groups, but none of the groups had a mean as high as that of the norming group. The EJC-all-college correlations were higher than the UW-all-college correlations for each of the three groups. In fact, none of the correlations between the University of Washington grades and the all-college predictions were significant.

The summary further shows that the differentials between UW-EJC means were smallest for the EJC native transfers. The size of the differential for those students who had initiated their education at the University of Washington would seem to suggest that many of the students in this group had earned poor or failing grades at the University before transferring to Everett Junior College. The UW mean for these students would include grades earned before and after they had attended Everett Junior College.

Table 45. shows that 29.2 per cent of the transfers who had attended the University of Washington before enrolling at Everett had a cumulative average below 1.75 fall quarter 1965. This would indicate that many of the transfers in this group would have difficulty earning a cumulative average at the University which would qualify them for graduation from that institution. Students who transferred to Everett Junior College from the University because they had earned poor or failing grades there would have been better advised to continue their education at another college, if their particular majors did not require returning to the University of Washington. These students had already demonstrated their inability to succeed in the University program. Unless participation in the junior college program had changed measurably their chances to succeed at the University, it is unlikely that they would be able to earn grades high enough after transfer from Everett to enable them to raise their University cumulative averages.

Of the three groups of transfers, the EJC transfers who had initiated their education at another college other than the University of Washington had the highest means at Everett Junior College and the University of Washington. No attempt was made to identify college averages earned in other schools for these transfers. However, the regulations at the University of Washington require that all college grades earned in transfer institutions have to be used in computing the graduation grade-point average. The graduation grade-point average is different from the cumulative grade point average. The latter refers only to credits granted for courses taken in residence at the University of Washington and specifically excludes transfer credits. Therefore, if students transfer to the University of Washington after earning a number of credits with grades below C in other colleges, they may have difficulty in accomplishing the graduation grade-point average, even if they are able to maintain a cumulative average of C or better at the University. Therefore, in counselling students who had attended other colleges before enrolling at EJC, it would be well to take into account the effect previously earned grades would have on the student's chance of earning a degree at the University of Washington.

The three transfer groups were each divided into men and women. Their performance is summarized on the following pages. The information was abstracted from tables 25., 46., and 55. for men and tables 26., 47., and 56. for women.

Men	N	Native	N	Initiated UW	N	Other Colleges
Mean All-College	240	1.987	67	1.993	41	2.041
Mean High School	296	2.453	86	2.537	62	2.417
Mean EJC	302	2.691	89	2.796	70	2.870
Mean UW	296	2.195	89	1.913	68	2.271
UW-EJC Mean Differential		.50		.88		.60
Correlation UW-All-Coll.	240	.36	67	.16	41	.31
Correlation EJC-All-Coll.	240	.54	67	.27	41	.52
Correlation EJC-Engl.C.	244	.34	67	.14	41	.42
Correlation EJC-Engl. P.	240	.46	67	.21	41	.51
Correlation EJC-UW	296	.41		.05		.19
PC Below 2.00 All-Coll.	126	52.5	33	49.3	18	43.9
PC Below 2.50 HS	170	57.4	40	46.5	34	54.8
PC Below 2.50 EJC	107	35.4	25	28.1	18	25.7
PC Below 2.00 UW	87	29.4	40	44.9	16	23.5
PC 2.00 & Above UW	209	70.6	49	55.1	52	76.5
PC 2.50 & Above UW	93	31.4	9	10.1	23	33.8
PC 3.00 & Above UW	23	7.8	0	--	9	13.2

Women	N	Native	N	Initiated UW	N	Other Colleges
Mean All-College	63	2.368	4	2.000	6	2.383
Mean High School	81	2.966	6	2.860	10	2.947
Mean EJC	84	2.888	7	2.964	12	3.095
Mean UW	83	2.332	7	2.330	11	2.418
UW-EJC Mean Differential		.56		.63		.68
Correlation UW-All-Coll.	63	.42	4	.34	6	.57
Correlation EJC-All-Coll.	63	.73	4	.03	6	.75
Correlation EJC-Engl.C.	68	.48	4	.83	6	.31
Correlation EJC-Engl.P.	63	.65	4	.16	6	.72
Correlation EJC-UW	83	.49	7	.79	11	.15
PC Below 2.00 All-Coll.	14	22.2	2	50.0	2	33.3
PC Below 2.50 HS	15	18.5	2	33.3	1	10.0
PC Below 2.50 EJC	25	29.8	2	28.6	1	8.3
PC Below 2.00 UW	19	22.9	1	14.3	2	18.2
PC 2.00 & Above UW	64	77.1	6	85.7	9	81.8
PC 2.50 & Above UW	31	37.3	2	28.6	5	45.5
PC 3.00 & Above UW	17	20.5	2	28.6	0	--

The women transfers had higher means than the men in all four categories. However, the differentials between EJC-UW means for men were smaller than they were for women for the native transfers and those who had attended other colleges before enrolling at Everett. The data show that the men were able to increase their mean over high school at Everett Junior College; the same was true for women, excepting for native transfers.

The correlations obtained for women between the all-college prediction and grades earned at the University of Washington and Everett Junior College were higher than those obtained for men between the all-college predictions and earned grades at the two institutions. The correlations between the all-college predictions and earned grades at Everett Junior College were good for both men and women in the native transfer group and in the group who had attended other colleges before enrolling at Everett. The correlations were poor between the all-college predictions and UW grades, excepting where the correlation was computed between the UW grades for six women transfers who had attended other colleges before enrolling at Everett. The only significant correlation obtained between UW-EJC grades was for seven women who had attended the University of Washington before enrolling at Everett.

For native EJC transfers a smaller percentage of the women had high school grades below 2.5 and a larger percentage earned UW grades of C or better. For women, 37.3 per cent earned grades above the UW mean and 20.5 per cent earned grades of B or better at the University. For men, 31.4 per cent performed above the UW mean and 7.8 per cent earned grades of B or better. Only 19.8 per cent of the total undergraduate enrollment at the University fall quarter 1965 earned grades between 3.00-4.00. For all junior college transfers, the percentage was 11.3.

A larger percentage of the men transfers who had been enrolled at other colleges before transferring to Everett earned grades above the University mean and B or better than did native men transfers. However, 45.5 per cent of the women transfers who had attended other colleges before enrolling at Everett earned grades above the UW mean, but none in this group earned grades of B or better at the University.

Tables 28., 48., and 57. show information on the high school attended by EJC transfers to the University of Washington and the length of time spent at Everett Junior College before transfer to the University of Washington. The high school grade averages were not recorded at Everett Junior College for some of the transfers; however, the name of the high school was available for all transfers.

Following is a summary of the information contained in the above-mentioned tables. In the column headed "PC below 2.5 HS," the percentage refers only to those students who had high school grade averages recorded at Everett Junior College. "Total N" refers to all the students in each of the three groups, and the percentages refer to the total number in each group.

HS Attended	N	PC Below 2.5HS	Total N	PC EJC Hrs.0-48	PC EJC Hrs. 90+	N Below 2.00 UW	Below 2.0 UW
Snohomish Cty.							
Native	150	18.7	153	11.8	51.6	29	19.6
Initiated UW	15	20.0	15	33.3	6.7	5	33.3
Other Colleges	16	18.8	17	52.9	5.9	2	11.8
S.Snoh. & King							
Native	203	72.4	206	23.8	33.5	70	34.3
Initiated UW	58	51.7	60	56.7	3.3	25	41.7
Other Colleges	32	56.3	33	54.5	3.0	10	32.3
In-State							
Native	10	20.0	10	20.0	40.0	2	20.0
Initiated UW	13	38.5	13	61.5	15.4	8	61.5
Other Colleges	12	58.3	12	50.0	25.0	3	25.0
Out-of-State							
Native	14	57.1	17	5.9	41.2	5	29.4
Initiated UW	6	66.7	8	37.5	---	3	37.5
Other Colleges	12	58.3	20	75.0	---	3	15.8

The percentage of students with high school grades below 2.5 was lowest for the transfers from Snohomish County. Native transfers from Snohomish County also remained at Everett longer than native transfers from the other areas. Native transfers from S. Snohomish and King counties had the highest percentage below C at the University of Washington fall quarter 1965, but only 33.5 per cent remained at Everett for two full years before transfer. The summary shows that 72.4 per cent of the native transfers from the King County area had high school averages below 2.5.

From the foregoing it would appear that students from the King County area are not remaining in the junior college program a sufficient length of time before transferring. The Knoell-Medsker study pointed to the fact that a junior college grade average of C was not sufficient to assure academic success in all four-year institutions. This study also stated that transfer students who dropped out of college were found to have earned their poorest grades in lower division courses, most often in general courses taken after transfer in order to satisfy specific graduation requirements. It would appear that many of the students who live closer to the University are earning junior college grades that qualify them for transfer and then enrolling at the University. Without sufficient academic experience on the college level, these students do not appear to be competing satisfactorily with University students who were able to begin their lower division work in that institution. The Knoell-Medsker study clearly implied that the poorer high school student should remain in the junior college program for the full two years and complete all his lower division requirements before transfer.

Most of the students who had accumulated college credits at the University or other colleges transferred earlier than EJC native transfers. However, this would follow from the fact that these students had already accumulated some college credits and for them to remain longer at the junior college might have unduly prolonged the amount of time spent in earning the baccalaureate degree.

The Knoell-Medsker study pointed out that students who knew what they wanted to do, in terms of majors and the institutions to which they would transfer, were often programmed accordingly by their counselors in the junior college without reference to their academic ability or prior achievements. The study reported that too little attention was given to evaluation in counseling sessions after the student had had some experience in the transfer program in the junior college to see whether a change in major and/or transfer institution might be indicated.

The percentage of each of the transfer groups who were below 2.00 at the University of Washington fall quarter 1965 would seem to indicate that counselors at Everett Junior College are following a similar pattern to that found by Knoell-Medsker. It appears that better counseling should have taken place at Everett Junior College for many students in this sample who later transferred to the University of Washington. This is particularly true of those students who had low all-college predictions and poor high school grades who transferred early to the University of Washington. It is also evident that many students who attended the University of Washington prior to enrolling at Everett Junior College should not have returned to the University.

Table 28. shows the relationship between the all-college predictions, the high school averages, the EJC averages, and the University of Washington averages. For informational purposes, the English composite scores and English predictions were included in the charts. There were 303 native EJC transfers who had taken the WPCT. However, four students who had all-college predictions withdrew before earning grades at the University of Washington. The chart shows the following:

N	All-College Prediction	No. Below 2.00 UW	PC Below 2.00 UW
16	0.00-1.49	7	43.8 Per Cent
122	1.50-1.99	44	36.1 Per Cent
94	2.00-2.49	30	31.9 Per Cent
55	2.50-2.99	5	9.1 Per Cent
12	3.00-4.00	1	8.3 Per Cent

Of the 138 students who had all-college predictions below 2.00, 37 per cent failed to earn grades of C or better at the University. Of the 161 students who had all-college predictions 2.00 and above, only 22.4 per cent failed to earn grades of C or better in the University program.

For the random sample, 55.3 per cent with all-college predictions below 2.00 failed to earn grades of C or better at Everett Junior College; only 14.4 per cent with all-college predictions C and above failed to earn at least a 2.00 at Everett. The percentage below C at the University was less than it was at Everett Junior College for those students who had all-college predictions below 2.00. This is good evidence that experience in a junior college measurably changes the chances to succeed for students with low predictions who are successful in the junior college program before transfer. Although 22.4 per cent of those with all-college predictions C or above failed to earn grades of C or better at the University, this percentage is still small enough to consider predictions of C or above as good evidence that the student will be successful at the University of Washington, if he attended Everett Junior College before transfer.

The comparison between the English predictions and the English composite scores is of interest, since it was found in the random sample that the English prediction correlated higher with EJC English grades than did any of the subtests of the battery. Table 28. shows that although there were 11 students who had English composite scores 40 or below in the all-college predicted range below 1.5, only seven warranted prediction below 1.5 in English. There were 33 students with scores 40 and below who received an all-college prediction between 1.50-1.99; yet only five warranted an English prediction below 1.5. Approximately 40 per cent of the sample had English predictions below 2.00 compared with 16.2 per cent who had English composite scores 40 and below.

In the random sample it was found that English predictions below 1.5 identified 67 per cent of those who failed to earn grades of C or better in English at Everett; 33 per cent who had English predictions between 1.50-1.99 failed to earn grades of C or better in English. Therefore, it appeared that English predictions below 1.5 would be the most logical cut-off point for placement in remedial English, since there were fewer false identifications at that point.

On the basis of the University sample, it appears that the use of English composite scores below 40 for placement in remedial English would result in a number of false identifications. Table 28. shows that 16.2 per cent had English composite scores 40 or below; however, only four per cent earned English predictions below 1.5. Table 24. also shows that the English composite scores correlated .40 with EJC grades and .19 with UW grades, while the English predictions correlated .52 and .31 with EJC and UW grades respectively.

Table 29. shows the relationship of the variables to the high school grade average for native EJC transfers. The chart shows that one student who had a high school grade average below 2.00 warranted an all-college prediction above C. This is the first time this occurred in any of the samples so far. Only 20.1 per cent who had high school grades below 2.5 warranted all-college predictions of C or better, and only 15.6 per cent who had high school grades 2.50 and above earned all-college predictions below 2.00.

Table 29. yields an interesting comparison of the value of the high school grade average as a predictor of academic success after the student has had some junior college work before transferring to the University of Washington. High school grade averages were available for 377 of the EJC native transfers. Of these, 370 earned grades at the University of Washington fall quarter 1965. The chart shows the following:

N	High School Range	No. Below 2.00 UW	PC Below 2.00 UW
59	0.00 - 1.99	23	39.0 Per Cent
125	2.00 - 2.49	43	34.4 Per Cent
100	2.50 - 2.99	30	30.0 Per Cent
56	3.00 - 3.49	6	10.7 Per Cent
30	3.50 - 4.00	1	3.3 Per Cent

Although the percentage decreases as the high school average increases, the similarity in percentage figures is striking for those who achieved high school grades below 3.00. The difference between the percentages for the ranges 2.00-2.49 and 2.50-2.99 is particularly interesting, since the latter group would have been eligible for direct entrance into the University and those with grades between 2.00-2.49 would have been denied admission.

There were 184 EJC native transfers at the University of Washington fall quarter 1965 who had high school grades below 2.5. Of these, only 35.9 per cent failed to earn grades of C or better. There were 186 students who earned grades at the University who had high school averages 2.5 or above; only 19.9 per cent failed to earn grades of C or better in the University program.

The chart also bears witness to the soundness of the non-selective admission policy of Everett Junior College. The chart shows that 64.1 per cent of those who had high school grades below 2.50 were earning grades of C or better at the University. Fourteen students with high school grades below 2.00 were performing above the University mean of 2.472; this was also true of 28 students who had high school grades between 2.00-2.49. Seven students in these two high school grade ranges earned grades accomplished by only 19.8 per cent of the total undergraduate enrollment at the University fall quarter 1965.

The success of those students who originally did not qualify for admittance to the University supports the findings of the Knoell-Medsker report. The study reported that a large number of high school graduates with considerably less academic ability than the average university freshman are succeeding in the junior college and are going on to four-year institutions where they earn baccalaureate degrees in many fields. The question, the study reported, is not whether students with lesser ability earn grades on a par with those of the native students in a particular university, but whether they earn grades which enable them to persist and to meet graduation requirements.

Of the 386 EJC native transfers to the University of Washington, 379 earned grades at the University of Washington fall quarter 1965. Table 30. shows the following differentials between EJC-UW means and the percentage of students in each EJC grade range who were below 2.00 in cumulative average at the University fall quarter 1965.

N	EJC Range	N	Below 2.00 UW	EJC-UW Mean Differential
39	0.00 - 2.24	23	59.0 Per Cent	.278
91	2.25 - 2.49	34	37.4 Per Cent	.332
146	2.50 - 2.99	38	26.0 Per Cent	.521
78	3.00 - 3.49	8	10.3 Per Cent	.664
25	3.50 - 4.00	3	12.0 Per Cent	.968

Of the 130 transfers who had EJC averages below 2.5, 43.8 per cent failed to earn grades of C or better at the University. Of the 249 who had junior college averages 2.5 and above, only 49 (19.7 per cent) failed to earn a cumulative average of C at the University.

Although the differentials between EJC-UW means are smaller for those students who earned EJC grades below 2.5, the percentage of students who were below C at the University fall quarter 1965 was greater. The fact that the differentials were greater for those students who earned junior college grades 3.00 and above can probably best be explained by the tough competition for A and B grades at the University. It will be recalled that only 19.8 per cent of the total undergraduate enrollment earned averages of B or better, with only 4.8 per cent earning grades between 3.50-4.00. Coupled with this is the fact that by using fall quarter 1965 as a cut-off point for the sample, many students had completed only one quarter at the University, and their UW grade averages might be unduly influenced by initial adjustment after transfer. To offset this, Table 32. was designed to determine how long the students in the different EJC grade ranges had stayed at Everett before transfer and how many hours these students had earned in the University program at the end of fall quarter 1965.

Table 32. shows that 143 students (37.7 per cent) had completed only 16 hours or less at the University. The length of time spent in the junior college program seemed to have less bearing on their performance at the University than did the fact that so many students had completed only one quarter there. Table 32. shows the following:

N	EJC Range	0-16 hrs. UW N	PC
39	0.00 - 2.24	15	38.5
91	2.25 - 2.49	41	45.0
146	2.50 - 2.99	53	36.3
78	3.00 - 3.49	25	32.0
25	3.50 - 4.00	9	36.0

Table 32. shows that in spite of the high percentage of students below 2.00 at the University who had EJC grade averages below 2.5, many have been able to persist in their program there. However, in view of the high percentage of students with EJC grades averages below 2.5 who failed to earn grades of C or better in the University program, it would seem wise to counsel students with EJC grades below 2.5 to remain in the junior college program until they

have completed all their lower division requirements. These students also should be counseled to plan to forego employment their first quarter in attendance at the University and enroll in fewer hours there.

Approximately 44 per cent of the students who had junior college averages below 2.5 failed to earn a cumulative average of C at the University of Washington fall quarter 1965. The Knoell-Medsker study found that students with poor high school records have less than an even chance after transfer to most four-year colleges if they attend junior college with no intervening experience and earn only C grades while making up high school deficiencies, probably while working at least part-time. The study suggested that weak students with poor subject matter and scholarship deficiencies should probably remain in the junior college program for more than two years before transfer.

The importance of spending at least two years in the junior college program before transfer is emphasized by the study of the 1965 graduates in arts and sciences. There were 175 students in that sample. Of these, 77 (44 per cent) had high school grade averages below 2.5. The following summary shows the EJC grade averages earned by 1965 graduates:

EJC Range	N	Per Cent
2.00 - 2.24	28	16.0
2.25 - 2.49	40	22.9
2.50 - 2.99	64	36.5
3.00 - 4.00	43	24.6

Only 38.9 per cent earned junior college grades below 2.5; 61.1 per cent earned EJC averages 2.5 and above. Only 28 of 175 earned grades below 2.00-2.24. The students with EJC grades 2.5 and above have an excellent chance to be successful in the University program, while those in the lower EJC grade ranges have a better than even chance to succeed at the University of Washington.

Many students with EJC grade averages below 2.5 may wish to transfer to the University of Washington. Even if these students enter the University of Washington as juniors they will be competing with native UW students who have been able to survive in the University program through their freshman and sophomore years. It seems that good counseling procedures at Everett Junior College would require that the findings of the Knoell-Medsker study be pointed out to these students. The study found that transfer students to the larger universities tended to earn lower grades than those who entered smaller colleges where more attention was paid to student orientation and counseling, where the student-faculty relationship was closer, and where the numbers of different programs, departments, courses, and requirements were fewer. Unless students earning junior college grades below 2.5 need to attend the University of Washington because of a specific degree objective offered only there, these students might be better counseled to investigate other institutions where their chances of success may be greater.

Although 26 per cent of the students who earned EJC grades between 2.50-2.99 were below C in cumulative average at the University fall quarter 1965, the mean differential between EJC-UW grades for the total EJC native transfer population was .51.

This would seem to indicate that most of the students would be able to earn a cumulative average of C. The mean differential for this particular EJC grade range was .521, which is similar to that of the total native transfer population. However, in view of the size of the differential it would seem wise to counsel students with grade averages 2.5 to 2.7 to enroll in fewer hours their first quarter of attendance and plan to forego part-time employment their first quarter at the University. These students should also be encouraged to remain in the junior college until they complete all their lower division requirements, particularly if they had high school grade averages below 2.50.

Table 31. shows the relationship of the UW grade averages to the other variables. This chart was primarily designed to determine how many students were earning grades at the University similar to their EJC grades. The chart shows that the EJC-UW mean differential was 0.17 for those students who earned UW grades between 2.50-2.99; twenty one students in this grade range surpassed their EJC averages. The EJC-UW mean differential was 0.04 for those students who earned UW grades between 3.00-4.00; thirteen students in this range surpassed their EJC averages at the University. Table 31. shows that there were 124 students who earned UW grades 2.50 and above; 40 of these earned grades between 3.00-4.00. All these students were above the UW mean of 2.472 for fall quarter; 40 of the 124 earned grades received by only 19.8 per cent of the total undergraduate enrollment fall quarter 1965.

Table 33. also shows the differentials between EJC-UW means, but the differentials were computed according to the number of hours earned at the University and the UW grade range. Table 33. shows that the greatest differential occurred for those students who were below C in cumulative average and were in their first quarter of attendance at the University. The chart shows that students who earned grades 2.5 and above at the University exhibited the smallest grade differentials, even during their first quarter of attendance. In fact, most of the differentials for students who earned UW grades 2.5 and above would fall within the scope of normal grade fluctuations that occur from quarter to quarter rather than any indication of wide differences in grading practices in the two schools. Table 33. shows that the differential decreased in proportion to the increase in hours earned at the University for those students who earned UW grades between 2.00-2.49. This would tend to support the findings of the Knoell-Medsker study that after an initial drop in grade average, junior college transfers often regain their junior college averages.

The Knoell-Medsker study found that many junior college transfers were dropping in cumulative average from their junior college grades immediately after transfer. The study further suggested that junior college transfers be apprised of this before transfer so they would not be easily discouraged in the four-year institution.

Tables 34., 53., and 62. set forth grade differentials between EJC-UW means for each of the three transfer groups at the University of Washington. In these tables, the transfers are grouped according to the number of hours earned at the University. The tables also show the correlations between the all-college predictions and EJC and UW grades. It was hypothesized that using fall quarter 1965 as a cut-off point would unduly influence the correlations between the all-college predictions and UW grades, since so many of the students would have earned grades for one quarter only at the University. Tables 34., 53., and 62. are summarized below:

EJC - UW Mean Differentials

Group	N	0-16 hrs.	N	17-48 hrs.	N	49-89 hrs.	N	90+hrs.
Native	143	-.68	72	-.54	92	-.38	72	-.30
Initiated UW	9	-1.66	34	-1.16	16	-.63	37	-.50
Other Colleges	17	-1.05	23	-.72	27	-.43	12	-.20

Correlations

Native	N	0-16 hrs.	N	17-48 hrs.	N	49-89 hrs.	N	90+hrs.
EJC-All-College	115	.58	56	.54	74	.61	54	.63
UW-All-College	115	.25	56	.54	74	.34	54	.28
EJC-UW	143	.36	72	.56	92	.47	72	.50
Initiated UW								
EJC-All-College	4	.11	28	.34	13	.02	26	.40
UW-All-College	4	.97	28	.23	13	.15	26	.15
EJC-UW	9	.34	34	.06	16	.47	37	.21
Other Colleges								
EJC-All-College	12	.58	16	.52	12	.67	5	.70
UW-All-College	12	.71	16	.20	12	.73	5	.46
EJC-UW	17	.22	23	.18	27	.64	12	.26

The differentials between EJC-UW means decrease as the students earn more hours at the University. Data show that the differential was -.38 for the native EJC transfers who were in their second year at the University. For those students who had completed 90+ hours at the University, the differential was -.30. The latter differential could fall within the scope of normal year-to-year grade fluctuations rather than any indication of different grading practices between the two schools. However, the important finding is that for those students who remain at the University, the differential between EJC-UW means decreases in proportion to the number of hours earned there.

In all but one instance, the mean differentials were greater for the EJC transfers who had initiated their education at the University of Washington or another college. The differentials were the greatest for those students who had initiated their education at the University of Washington. This would seem to substantiate that many of these students had been doing poor or failing work before they transferred to Everett Junior College.

The summary also shows that for native EJC transfers the all-college predictions correlated higher with EJC grades than UW grades in each of the hour groupings, excepting between 17-48 hours. In this hour range, the EJC and UW grades both correlated .54 with the all-college predictions. The summary also shows that for native EJC transfers the correlations were higher between EJC-UW grades than the correlations between the all-college predictions and UW grades. It is difficult to state a definite conclusion here because only 303 of the 379 students who had UW grades had all-college predictions. However, where the correlations between the all-college predictions and EJC and UW grades were obtained for the same students, the WPCT predicted better for grades earned at Everett Junior College than it did for grades earned by students who had attended Everett Junior College and then transferred to the University of Washington.

One of the purposes of this research was to gain information on whether the all-college prediction or the EJC grade average should be used as a guide for counseling EJC native students who plan to transfer to the University of Washington. It was found that the junior college grade ranges below 2.5 identified more potential failures at the University of Washington than the all-college predicted range below 2.00 identified. The percentage of failures was slightly greater for the students who had all-college predictions 2.00 and above than it was for those who had earned junior college averages 2.5 and above. In view of these two findings, it would appear that the junior college grade average should be used for counseling EJC native students who plan to enroll at the University of Washington.

The research also has indicated that many students who had poor all-college predictions and low high school grades were able to be successful in the junior college program. After these students had been screened by the junior college, a high percentage were able to continue to be successful in the University program. It seems evident that many of these students were able to perform above their predictions at the University of Washington only after they had had a successful experience at the junior college prior to transfer to the University of Washington.

None of the correlations between the all-college predictions and UW grades were impressive for those EJC transfers who had initiated their education at the University of Washington. There was one correlation of .97 for students who had attended the UW for 16 hours or less; however, this correlation was computed for only four students. The all-college predictions correlated poorly with EJC grades in each of the hour ranges. The correlations were equally poor between EJC-UW grades.

For those transfers who had attended another college, other than the University, before enrolling at Everett Junior College and then transferring to the University, the correlations were generally good between the all-college predictions and EJC and UW grades. However, the correlations between EJC-UW grades were poor, excepting for a correlation of .64 computed for the 23 students who had earned grades for 49-89 hours at the University of Washington.

The samples were small for the EJC transfers who had attended the University of Washington or another college before enrolling at Everett Junior College. Thus, when the samples were sub-divided into the hour groupings, the number for which the correlations were computed was too few to be particularly meaningful. Also, the students in these two groups earned fewer hours at Everett Junior College than native EJC transfers earned. It is therefore difficult to establish to what extent the junior college program had affected the grades earned at the University by these students, or to what extent their grades earned in other colleges had affected their grades earned at Everett Junior College. In most hour ranges, the students in these two groups earned higher EJC means in each of the hour groupings than native EJC transfers earned. This is probably best explained by the fact that these students had had some experience in another college before transferring to Everett, and they should have acquired some sophistication to do college level work not yet learned by native EJC students. The students in these two groups, however, were not able to maintain their junior college averages at the University immediately after transfer. The differentials between EJC-UW means are higher for these groups than the mean differentials were for EJC native transfers to the University of Washington. The only instance where this was not true was for the 12 students who had attended another college, other than the University, and had completed 90 or more hours at the University of Washington. For these students, the EJC-UW mean differential was 0.20.

The following statistics for fall quarter 1965 were received from the Office of College Relations, University of Washington.

Total Undergraduate Enrollment

Grade Summary, Fall 1965

	No.	Mean	S.D.
Men	11,339	2.451	.4218
Women	7,857	2.602	.3849
Total	19,196	2.513	.4115

Cumulative Grade Summary U of W Grades Only

Men	11,542	2.416	.2812
Women	8,005	2.553	.2850
Total	19,547	2.472	.2858

Washington State Community College Transfers

Grade Summary, Fall 1965

	No.	Mean	S.D.
Men	1,811	2.279	.7726
Women	514	2.439	.7694
Total	2,325	2.314	.7759

Cumulative Grade Summary U of W Grades Only

Men	1,845	2.204	.6081
Women	529	2.366	.6326
Total	2,374	2.241	.6141

Cumulative Grade Point Average Distribution UW Grades Only

	Total Undergraduate Enrollment					Community College Transfers				
Distribution	Men	Women	Total	Per Cent*	Cum. P.C.*	Men	Women	Total	Per Cent*	Cum. P.C.*
0.00 - 1.24	385	210	595	3.0	3.0	113	26	139	5.8	5.8
1.25 - 1.49	254	127	381	2.0	5.0	69	12	81	3.4	9.2
1.50 - 1.74	487	270	757	3.9	8.9	136	29	165	7.0	16.2
1.75 - 1.99	1007	429	1436	7.4	16.3	235	42	277	11.7	27.9
2.00 - 2.24	2315	1197	3512	18.0	34.3	430	95	525	22.1	50.0
2.25 - 2.49	2140	1436	3576	18.3	52.6	330	107	437	18.4	68.4
2.50 - 2.74	1777	1358	3135	16.0	68.6	223	78	301	12.7	81.1
2.75 - 2.99	1220	1049	2269	11.6	80.2	131	49	180	7.6	88.7
3.00 - 3.24	958	918	1876	9.6	89.8	99	55	154	6.5	95.2
3.25 - 3.49	525	537	1062	5.4	95.2	41	24	65	2.7	97.9
3.50 - 3.74	315	309	624	3.2	98.4	24	6	30	1.3	99.2
3.75 - 4.00	159	165	324	1.6	100.0	14	6	20	.8	100.0

*Computed at Everett Junior College

Table 23.

Performance of EJC Students Enrolled at the University of Washington Fall Quarter 1965

Total Group

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				U of W GPA			
	Mean = 2.056 S.D. = .428 R = .90 - 3.20 N = 421				Mean = 2.552 S.D. = .566 R = 1.00 - 3.92 N = 541				Mean = 2.771 S.D. = .461 R = 1.00 - 4.00 N = 564				Mean = 2.186 S.D. = .609 R = 0.00 - 4.00 N =554			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	6	6	1.4	1.4	2	2	.4	.4	1	1	.2	.2	39	39	7.0	7.0
1.25 - 1.49	18	24	4.3	5.7	9	11	1.6	2.0	2	3	.3	.5	20	59	3.6	10.6
1.50 - 1.74	75	99	17.8	23.5	28	39	5.2	7.2	1	4	.2	.7	51	110	9.3	19.9
1.75 - 1.99	96	195	22.8	46.3	45	84	8.3	15.5	2	6	.4	1.1	55	165	9.9	29.8
2.00 - 2.24	103	298	24.5	70.8	89	173	16.5	32.0	49	55	8.7	9.8	125	290	22.5	52.3
2.25 - 2.49	39	337	9.2	80.0	89	262	16.4	48.4	123	178	21.8	31.6	101	391	18.3	70.6
2.50 - 2.74	57	394	13.6	93.6	94	356	17.4	65.8	129	307	22.8	54.4	73	464	13.2	83.8
2.75 - 2.99	12	406	2.8	96.4	67	423	12.4	78.2	80	387	14.2	68.6	39	503	7.0	90.8
3.00 - 3.24	15	421	3.6	100.0	40	463	7.4	85.6	79	466	14.0	82.6	31	534	5.6	96.4
3.25 - 3.49					41	504	7.6	93.2	55	521	9.8	92.4	17	551	3.1	99.5
3.50 - 3.74					26	530	4.8	98.0	24	545	4.2	96.6	2	553	.3	99.8
3.75 - 4.00					11	541	2.0	100.0	19	564	3.4	100.0	1	554	.2	100.0

Correlation Coefficients

		HS GPA	EJC GPA	U of W GPA	English Composite	All-College Pred.	English Pred.
N=541	HSGPA	---	.47	.30	.47	.84	.73
N=564	EJCGPA	.47	---	.34	.36	.54	.48
N=554	UWGPA	.30	.34	---	.20	.34	.29
N=430	English Composite	.47	.36	.20	---	.75	.89
N=421	All-College Pred.	.84	.54	.34	.75	---	.93
N=421	English Prediction	.73	.48	.29	.89	.93	---

N		Mean	S.D.
430	English Composite	47.6	8.5
421	English Prediction	2.099	.426

Table 24.

Performance of EJC Native Students Enrolled at the University of Washington Fall Quarter 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				U of W GPA			
	Mean = 2.066 S.D. = .442 R = 1.10 - 3.20 N = 303				Mean = 2.563 S.D. = .586 R = 1.00 - 3.92 N = 377				Mean = 2.734 S.D. = .440 R = 1.48 - 4.00 N= 386				Mean = 2.225 S.D. = .617 R = 0.00 - 4.00 N = 379			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	4	4	1.3	1.3	2	2	.5	.5					28	28	7.4	7.4
1.25 - 1.49	12	16	4.0	5.3	6	8	1.6	2.1	1	1	.3	.3	8	36	2.1	9.5
1.50 - 1.74	58	74	19.1	24.4	23	31	6.1	8.2	1	2	.2	.5	36	72	9.5	19.0
1.75 - 1.99	66	140	21.8	46.2	29	60	7.7	15.9	1	3	.3	.8	34	106	9.0	28.0
2.00 - 2.24	73	213	24.1	70.3	60	120	15.9	31.8	36	39	9.3	10.1	81	187	21.3	49.3
2.25 - 2.49	23	236	7.6	77.9	65	185	17.3	49.1	93	132	24.1	34.2	68	255	18.0	67.3
2.50 - 2.74	44	280	14.5	92.4	60	245	15.9	65.0	97	229	25.1	59.3	53	308	14.0	81.3
2.75 - 2.99	11	291	3.6	96.0	45	290	11.9	76.9	53	282	13.8	73.1	31	339	8.1	89.4
3.00 - 3.24	12	303	4.0	100.0	24	314	6.4	83.3	53	335	13.7	86.8	23	362	6.1	95.5
3.25 - 3.49					33	347	8.7	92.0	26	361	6.7	93.5	14	376	3.7	99.2
3.50 - 3.74					22	369	5.9	97.9	11	372	2.9	96.4	2	378	.5	99.7
3.75 - 4.00					8	377	2.1	100.0	14	386	3.6	100.0	1	379	.3	100.0

Correlation Coefficients

	HS GPA	EJC GPA	U of W GPA	English Composite	All-College Pred.	English Pred.
N=377 HSGPA	---	.52	.40	.50	.87	.76
N=386 EJCGPA	.52	---	.44	.40	.60	.52
N=379 UWGPA	.40	.44	---	.19	.36	.31
N=312 English Composite	.50	.40	.19	---	.76	.89
N=303 All-College Pred.	.87	.60	.36	.76	---	.93
N=303 English Prediction	.76	.52	.31	.89	.93	---

N		Mean	S.D.
312	English Composite	47.9	8.5
303	English Prediction	2.107	.434

Table 25.

Performance of EJC Native Male Students Enrolled at the University of Washington
Fall Quarter 1965

Distribution	WPCT - All-College Pred. Mean = 1.987 S.D. = .410 R = 1.10 - 3.10 N = 240				HSGPA Mean = 2.453 S.D. = .556 R - 1.00 - 3.92 N = 296				EJCGPA Mean = 2.691 S.D. = .410 R = 1.48 - 3.99 N = 302				U of W GPA Mean = 2.195 S.D. = .603 R = 0.00 - 3.62 N = 296			
	C	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	4	4	1.7	1.7	2	2	.7	.7					21	21	7.1	7.1
1.25 - 1.49	12	16	5.0	6.7	6	8	2.0	2.7	1	1	.3	.3	8	29	2.7	9.8
1.50 - 1.74	55	71	22.9	29.6	22	30	7.4	10.1	1	2	.4	.7	30	59	10.1	19.9
1.75 - 1.99	55	126	22.9	52.5	27	57	9.2	19.3	1	3	.3	1.0	28	87	9.5	29.4
2.00 - 2.24	61	187	25.4	77.9	59	116	19.9	39.2	30	33	9.9	10.9	63	150	21.3	50.7
2.25 - 2.49	15	202	6.3	84.2	54	170	18.2	57.4	74	107	24.5	35.4	53	203	17.9	68.6
2.50 - 2.74	27	229	11.2	95.4	44	214	14.9	72.3	87	194	28.8	64.2	44	247	14.8	83.4
2.75 - 2.99	6	235	2.5	97.9	33	247	11.1	83.4	39	233	13.0	77.2	26	273	8.8	92.2
3.00 - 3.24	5	240	2.1	100.0	13	260	4.4	87.8	37	270	12.2	89.4	13	286	4.4	96.6
3.25 - 3.49					22	282	7.5	95.3	17	287	5.6	95.0	8	294	2.7	99.3
3.50 - 3.74					11	293	3.7	99.0	9	296	3.0	98.0	2	296	.7	100.0
3.75 - 4.00					3	296	1.0	100.0	6	302	2.0	100.0				

Correlation Coefficients

		HS GPA	EJC GPA	U of W GPA	English Composite	All-College Pred.	English Pred.
N=296	HSGPA	---	.47	.34	.43	.85	.74
N=302	EJCGPA	.47	---	.41	.34	.54	.46
N=296	UWGPA	.34	.41	---	.19	.36	.32
N=244	English Composite	.43	.34	.19	---	.71	.85
N=240	All-College Pred.	.85	.54	.36	.71	---	.92
N=240	English Prediction	.74	.46	.32	.85	.92	---

N		Mean	S.D.
244	English Composite	46.6	7.9
240	English Prediction	2.022	.389

Table 26 .

Performance of EJC Native Female Students Enrolled at the University of Washington Fall Quarter 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				U of W GPA			
	Mean = 2.368 S.D. - .427 R = 1.50 - 3.20 N = 63				Mean = 2.966 S.D. = .511 R = 1.64 - 3.92 N = 81				Mean = 2.888 S.D. = .507 R = 2.12 - 4.00 N = 84				Mean = 2.332 S.D. = .655 R = .50 - 4.00 N = 83			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24													7	7	8.4	8.4
1.25 - 1.49																
1.50 - 1.74	3	3	4.8	4.8	1	1	1.2	1.2					6	13	7.3	15.7
1.75 - 1.99	11	14	17.4	22.2	2	3	2.5	3.7					6	19	7.2	22.9
2.00 - 2.24	12	26	19.1	41.3	1	4	1.2	4.9	6	6	7.1	7.1	18	37	21.7	44.6
2.25 - 2.49	8	34	12.7	54.0	11	15	13.6	18.5	19	25	22.7	29.8	15	52	18.1	62.7
2.50 - 2.74	17	51	27.0	81.0	16	31	19.8	38.3	10	35	11.9	41.7	9	61	10.8	73.5
2.75 - 2.99	5	56	7.9	88.9	12	43	14.8	53.1	14	49	16.6	58.3	5	66	6.0	79.5
3.00 - 3.24	7	63	11.1	100.0	11	54	13.6	66.7	16	65	19.1	77.4	10	76	12.1	91.6
3.25 - 3.49					11	65	13.5	80.2	9	74	10.7	88.1	6	82	7.2	98.8
3.50 - 3.74					11	76	13.6	93.8	2	76	2.4	90.5				
3.75 - 4.00					5	81	6.2	100.0	8	84	9.5	100.0	1	83	1.2	100.0

Correlation Coefficients

		HS GPA	EJC GPA	U of W GPA	English Composite	All-College Pred.	English Pred.
N=81	HSGPA	---	.62	.44	.52	.90	.78
N=84	EJCGPA	.62	---	.49	.48	.73	.65
N=83	UWGPA	.44	.49	---	.22	.42	.34
N=68	English Composite	.52	.48	.22	---	.79	.94
N=63	All-College Pred.	.90	.73	.42	.79	---	.93
N=63	English Prediction	.78	.65	.34	.94	.93	---

N		Mean	S.D.
68	English Composite	52.5	8.8
63	English Prediction	2.433	.442

Table 27.

Comparison of HSGPA of Native EJC Students Enrolled at the University of Washington Fall Quarter 1965

Distribution	Snohomish County				South Snohomish and King County				In-State				Out-of-State			
	Mean= 2.951 S.D. = .506 R = 1.67 - 3.92 N=150				Mean = 2.272 S.D. = .427 R = 1.12 - 3.71 N = 203				Mean = 2.865 S.D. = .728 R = 1.59 - 3.86 N = 10				Mean = 2.396 S.D. = .731 R = 1.00 - 3.77 N = 14			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24					1	1	.5	.5					1	1	7.1	7.1
1.25 - 1.49					5	6	2.5	3.0					1	2	7.2	14.3
1.50 - 1.74	1	1	.7	.7	20	26	9.8	12.8	1	1	10.0	10.0	1	3	7.1	21.4
1.75 - 1.99	3	4	2.0	2.7	24	50	11.8	24.6	1	2	10.0	20.0	1	4	7.2	28.6
2.00 - 2.24	12	16	8.0	10.7	46	96	22.7	47.3					2	6	14.3	42.9
2.25 - 2.49	12	28	8.0	18.7	51	147	25.1	72.4					2	8	14.2	57.1
2.50 - 2.74	25	53	16.6	35.3	29	176	14.3	86.7	4	6	40.0	60.0	2	10	14.3	71.4
2.75 - 2.99	28	81	18.7	54.0	17	193	8.4	95.1								
3.00 - 3.24	17	98	11.3	65.3	5	198	2.4	97.5					2	12	14.3	85.7
3.25 - 3.49	28	126	18.7	84.0	4	202	2.0	99.5					1	13	7.2	92.9
3.50 - 3.74	18	144	12.0	96.0	1	203	.5	100.0	3	9	30.0	90.0				
3.75 - 4.00	6	150	4.0	100.0					1	10	10.0	100.0	1	14	7.1	100.0
	N	Mean	S.D.		N	Mean	S.D.		N	Mean	S.D.		N	Mean	S.D.	
WPCT -All-Coll.	122	2.380	.400		170	1.834	.306		7	2.343	.492		4	1.875	.192	
High School	150	2.951	.506		203	2.272	.427		10	2.865	.728		14	2.396	.731	
EJC	153	2.883	.478		206	2.611	.340		10	2.751	.587		17	2.875	.580	
UW	148	2.361	.582		204	2.129	.606		10	2.333	.568		17	2.139	.811	
	Everett			106	Seattle City Schools			95	In-State			10	Out-of-State			17*
	Snohomish & Monroe			27	Edmonds, S.Snoh. & N. King County			83								
	Marysville			11	Other King County			28								
	Arlington			1				206*								
	Lake Stevens			8												
				153*												
0-16 hrs. at EJC	0	0.0	P.C.		3	1.5	P.C.		1	10.0	P.C.		0	0.0	P.C.	
17-48 at EJC	18	11.8	P.C.		46	22.3	P.C.		1	10.0	P.C.		1	5.9	P.C.	
49-89 at EJC	56	36.6	P.C.		88	42.7	P.C.		4	40.0	P.C.		9	52.9	P.C.	
90+ at EJC	79	51.6	P.C.		69	33.5	P.C.		4	40.0	P.C.		7	41.2	P.C.	
Below 2.00 UW	29	19.6	P.C.		70	34.3	P.C.		2	20.0	P.C.		5	29.4	P.C.	

*Total includes those for whom the name of the high school attended was available but no HSGPA recorded.

Table 28.

Performance of EJC Native Students Enrolled at the University of Washington Fall Quarter 1965
Distribution by WPCT All-College Prediction

WPCT - All-College Prediction
N = 16
P.C. = 5.3

English Composite
N = 16

English Prediction
N = 16

Distribution 0.00 - 1.49

		71 +	61 70	51 60	41 50	31 40	0 30	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
Mean 1.319 S.D. .107 Range 0.00 - 1.40	No.				5	9	2					9	7
	P.C.				31.2	56.3	12.5					56.2	43.8
	Mean	36.6	S.D.	6.2	Range	27 - 49		Mean	1.413	S.D.	.193	Range	1.10 - 1.70

Distribution 1.50 - 1.99
N = 124
P.C. = 40.9

N = 124

N = 124

Mean 1.737 S.D. .139 Range 1.50 - 1.90	No.			14	77	32	1			1	28	90	5
	P.C.			11.3	62.1	25.8	.8			.8	22.6	72.6	4.0
	Mean	43.1	S.D.	5.8	Range	29 - 55		Mean	1.800	S.D.	.200	Range	1.3 - 2.5

Distribution 2.00 - 2.49
N = 96
P.C.= 31.7

N = 96

N = 96

Mean 2.155 S.D. .138 Range 2.00 - 2.40	No.		3	34	54	5				10	77	9	
	P.C.		3.1	35.4	56.3	5.2				10.4	80.2	9.4	
	Mean	49.6	S.D.	5.8	Range	38 - 64		Mean	2.208	S.D.	.184	Range	1.9 - 2.7

Distribution 2.50 - 2.99
N = 55
P.C. = 18.2

N = 55

N = 55

Mean 2.655 S.D. .117 Range 2.50 - 2.90	No.		10	34	11				4	39	12		
	P.C.		18.2	61.8	20.0				7.3	70.9	21.8		
	Mean	55.5	S.D.	6.0	Range	41 - 69		Mean	2.626	S.D.	.216	Range	2.1 - 2.97

Distribution 3.00 - 4.00
N = 12
P.C. = 3.9

N = 12

N = 12

Mean 3.058 S.D. .107 Range 3.00 - 3.20	No.		7	5					7	5			
	P.C.		58.3	41.7					58.3	41.7			
	Mean	61.7	S.D.	4.6	Range	52 - 69		Mean	3.025	S.D.	.192	Range	2.6 - 3.30

Total No.	20	87	147	46	3	11	55	117	108	12
Total P.C.	6.6	28.7	48.5	15.2	1.0	3.6	18.2	38.6	35.6	4.0

Total No. = 303

Total No. = 303

Total No. = 303

H.S. G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
N = 16							
No.				4	11	1	--
P.C.				25.0	68.7	6.3	--
	Mean	1.820	S.D.	.239	Range	1.43-2.40	
N = 123							
No.	1		23	76	23		(1)
P.C.	.8		18.7	61.8	18.7		--
	Mean	2.256	S.D.	.297	Range	1.63-3.54	
N = 93							
No.		11	55	26		1	(3)
P.C.		11.8	59.2	27.9		1.1	--
	Mean	2.660	S.D.	.332	Range	1.48-3.46	
N = 54							
No.	13	33	6	2			(1)
P.C.	24.1	61.1	11.1	3.7			--
	Mean	3.267	S.D.	.301	Range	2.12-3.69	
N = 12							
No.	11	1					--
P.C.	91.7	8.3					--
	Mean	3.740	S.D.	.149	Range	3.47-3.92	
	25	45	84	108	34	2	
	8.4	15.1	28.2	36.2	11.4	.7	

Total No. = 298

EJC G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
N = 16							
No.		2	6	8			--
P.C.		12.5	37.5	50.0			--
Mean	2.489	S.D.	.317	Range	2.04-3.11		
	Mean Hrs. Earned	81.6	S.D	19.7			
N = 124							
No.	2	12	49	59	1	1	--
P.C.	1.6	9.7	39.5	47.6	.8	.8	--
Mean	2.544	S.D.	.327	Range	1.48-3.54		
	Mean Hrs. Earned	75.3	S.D.	22.5			
N = 96							
No.	1	19	41	34	1		--
P.C.	1.0	19.8	42.7	35.5	1.0		--
Mean	2.643	S.D.	.331	Range	1.91-3.54		
	Mean Hrs. Earned	76.5	S.D.	23.4			
N = 55							
No.	6	27	18	4			--
P.C.	10.9	49.1	32.7	7.3			--
Mean	3.074	S.D.	.391	Range	2.00-3.92		
	Mean Hrs. Earned	75.6	S.D.	31.1			
N = 12							
No.	9	2	1				--
P.C.	75.0	16.7	8.3				--
Mean	3.671	S.D.	.322	Range	2.83 - 3.99		
	Mean Hrs. Earned	68.3	S.D.	22.3			
	18	62	115	105	2	1	
	5.9	20.5	38.0	34.6	.7	.3	

Total No. = 303

U of W G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
N = 16							
No.		1	2	6	6	1	--
P.C.		6.2	12.5	37.5	37.5	6.3	--
Mean	2.094	S.D.	.513	Range	1.13-3.25		
	Mean Hrs. Earned	32.6	S.D.	35.3			
N = 122							
No.	1	3	23	51	28	16	(2)
P.C.	.8	2.5	18.8	41.8	23.0	13.1	--
Mean	2.043	S.D.	.595	Range	0.00-3.62		
	Mean Hrs. Earned	37.6	S.D.	35.1			
N = 94							
No.	1	3	21	39	23	7	(2)
P.C.	1.1	3.2	22.3	41.5	24.5	7.4	--
Mean	2.166	S.D.	.545	Range	.64 - 3.5		
	Mean Hrs. Earned	51.0	S.D.	39.1			
N = 55							
No.		13	16	21	4	1	--
P.C.		23.6	29.1	38.2	7.3	1.8	--
Mean	2.545	S.D.	.482	Range	1.23-3.33		
	Mean Hrs. Earned	50.6	S.D.	33.2			
N = 12							
No.		6	3	2	1		--
P.C.		50.0	25.0	16.7	8.3		--
Mean	2.838	S.D.	.537	Range	1.55-3.39		
	Mean Hrs. Earned	66.8	S.D.	41.4			
	2	26	65	119	62	25	
	.7	8.7	21.7	39.8	20.7	8.4	

Total No. = 299

Table 29.

Performance of EJC Native Students Enrolled at the University of Washington Fall Quarter 1965

Distribution by HSGPA

WPCT - All-College Prediction

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
N = 36							
No.				1	23	12	(24)
P.C.				2.8	63.9	33.3	--
	Mean	1.544	S.D.	.206	Range	1.10 - 2.0	
N = 108							
No.			2	26	76	4	(17)
P.C.			1.9	24.0	70.4	3.7	--
	Mean	1.819	S.D.	.230	Range	1.1 - 2.5	
N = 84							
No.			6	55	23		(21)
P.C.			7.1	65.5	27.4		--
	Mean	2.105	S.D.	.224	Range	1.6 - 2.6	
N = 45							
No.		1	33	11			(12)
P.C.		2.2	73.4	24.4			--
	Mean	2.578	S.D.	.195	Range	2.0 - 3.0	
N = 25							
No.		11	13		1		(5)
P.C.		44.0	52.0		4.0		--
	Mean	2.836	S.D.	.306	Range	1.6 - 3.2	
Total No.		12	54	93	123	16	
Total P.C.		4.0	18.1	31.2	41.3	5.4	

Total No. = 298

H.S. G.P.A.

Distribution	N =	P.C. =	Mean	S.D.	Range
0.00 - 1.99	60	15.9	1.725	.202	1.00 - 1.99
2.00 - 2.49	125	33.2	2.252	.133	2.00 - 2.49
2.50 - 2.99	105	27.8	2.722	.148	2.50 - 2.99
3.00 - 3.49	57	15.1	3.250	.148	3.00 - 3.49
3.50 - 4.00	30	8.0	3.668	.140	3.50 - 3.92

Total No. = 377

EJC G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
N = 60							
No.	1	8	24	27			--
P.C.	1.7	13.3	40.0	45.0			--
	Mean	2.577	S.D.	.354	Range	2.00-3.54	
	Mean Hrs. Earned			76.6	S.D.	23.2	
N = 125							
No.	1	14	52	56	1	1	--
P.C.	.8	11.2	41.6	44.8	.8	.8	--
	Mean	2.570	S.D.	.323	Range	1.48 - 3.85	
	Mean Hrs. Earned			75.3	S.D.	23.4	
N = 105							
No.	3	17	52	32	1		--
P.C.	2.9	16.1	49.6	30.4	1.0		--
	Mean	2.662	S.D.	.335	Range	1.91 - 3.54	
	Mean Hrs. Earned			80.3	S.D.	23.7	
N = 57							
No.	6	27	17	7			--
P.C.	10.5	47.4	29.8	12.3			--
	Mean	3.033	S.D.	.384	Range	2.12 - 3.77	
	Mean Hrs. Earned			78.6	S.D.	28.0	
N = 30							
No.	14	9	3	4			--
P.C.	46.7	30.0	10.0	13.3			--
	Mean	3.389	S.D.	.548	Range	2.00 - 4.00	
	Mean Hrs. Earned			74.6	S.D.	27.5	
Total No.	25	75	148	126	2	1	
Total P.C.	6.6	19.9	39.2	33.4	.6	.3	

Total No. = 377

U of W G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
N = 59							
No.		3	11	22	15	8	(1)
P.C.		5.1	18.6	37.3	25.4	13.6	--
	Mean	2.048	S.D.	.668	Range	0.00-3.26	
	Mean Hrs. Earned			42.0	S.D.	43.2	
N = 125							
No.	1	3	24	54	27	16	--
P.C.	.8	2.4	19.2	43.2	21.6	12.8	--
	Mean	2.076	S.D.	.573	Range	0.00-3.62	
	Mean Hrs. Earned			46.4	S.D.	36.9	
N = 100							
No.		5	22	43	20	10	(5)
P.C.		5.0	22.0	43.0	20.0	10.0	--
	Mean	2.161	S.D.	.532	Range	.64 - 3.33	
	Mean Hrs. Earned			49.5	S.D.	39.7	
N = 56							
No.	2	10	18	20	4	2	(1)
P.C.	3.6	17.8	32.2	35.7	7.1	3.6	--
	Mean	2.538	S.D.	.576	Range	.67 - 4.00	
	Mean Hrs. Earned			46.7	S.D.	34.2	
N = 30							
No.		15	8	6	1		--
P.C.		50.0	26.7	20.0	3.3		--
	Mean	2.828	S.D.	.473	Range	1.55-3.39	
	Mean Hrs. Earned			55.1	S.D.	39.8	
Total No.	3	36	83	145	67	36	
Total P.C.	.8	9.7	22.4	39.3	18.1	9.7	

Total No. = 370

Table 30.

Performance of EJC Native Students Enrolled at the University of Washington Fall Quarter 1965
Distribution by EJCGPA

Distribution 0.00 - 2.24

WPCT - All-College Prediction
N = 34

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.			2	12	15	5	(5)
P.C.			5.9	35.3	44.1	14.7	--
Mean	1.847	S.D.	.370	Range	1.10 - 2.7		

H.S. G.P.A.
N = 37

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.	1	2	10	12	10	2	(2)
P.C.	2.7	5.4	27.0	32.5	27.0	5.4	--
Mean	2.281	S.D.	.522	Range	1.00 - 3.60		

EJC G.P.A.
N = 39
P.C.= 10.1

Mean = 2.122 | S.D. = .142
Range = 1.48 - 2.24
Mean Hrs. Earned = 66.5 | S.D. = 23.4
Grade Diff. EJC - U of W = -.278

U of W G.P.A.
N = 39

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.			3	13	16	7	--
P.C.			7.7	33.3	41.1	17.9	--
Mean	1.844	S.D.	.498	Range	.50 - 2.85		
Mean Hrs. Earned	= 37.4	S.D.	= 34.3				

Distribution 2.25 - 2.49

WPCT N = 74

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.			2	23	46	3	(19)
P.C.			2.7	31.1	62.1	4.1	--
Mean	1.861	S.D.	.281	Range	1.1 - 2.7		

H.S. G.P.A. N = 92

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.	3	5	23	46	14	1	(1)
P.C.	3.3	5.4	25.0	50.0	15.2	1.1	--
Mean	2.354	S.D.	.438	Range	1.43 - 3.60		

EJC G.P.A.
N = 93
P.C.= 24.1

Mean = 2.377 | S.D. = .068
Range = 2.25 - 2.49
Mean Hrs. Earned = 79.7 | S.D. = 22.3
Grade Diff. EJC - U of W = -.332

U of W G.P.A. N = 91

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.	1	3	18	35	19	15	(2)
P.C.	1.1	3.3	19.8	38.4	20.9	16.5	--
Mean	2.045	S.D.	.657	Range	0.00 - 4.00		
Mean Hrs. Earned	= 43.1	S.D.	= 36.9				

Distribution 2.50 - 2.99

WPCT N = 115

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.		1	18	41	49	6	(35)
P.C.		.9	15.6	35.7	42.6	5.2	--
Mean	2.012	S.D.	.381	Range	1.3 - 3.0		

H.S. G.P.A. N = 148

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.	3	17	52	52	21	3	(2)
P.C.	2.0	11.5	35.1	35.2	14.2	2.0	--
Mean	2.477	S.D.	.499	Range	1.43 - 3.74		

EJC G.P.A.
N = 150
P.C.= 38.8

Mean = 2.704 | S.D. = .136
Range = 2.50 - 2.98
Mean Hrs. Earned = 77.8 | S.D. = 23.9
Grade Diff. EJC - U of W = -.521

U of W G.P.A. N = 146

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.	2	7	28	71	26	12	(4)
P.C.	1.4	4.8	19.1	48.7	17.8	8.2	--
Mean	2.183	S.D.	.547	Range	0.00 - 3.62		
Mean Hrs. Earned	= 49.0	S.D.	= 39.9				

Distribution 3.00 - 3.49

WPCT N = 62

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.		2	27	19	12	2	(17)
P.C.		3.2	43.6	30.6	19.4	3.2	--
Mean	2.331	S.D.	.406	Range	1.4 - 3.0		

H.S. G.P.A. N = 75

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.	9	27	17	14	6	2	(4)
P.C.	12.0	36.0	22.7	18.6	8.0	2.7	--
Mean	2.849	S.D.	.591	Range	1.12 - 3.71		

EJC G.P.A.
N = 79
P.C.= 20.5

Mean = 3.198 | S.D. = .136
Range = 3.00 - 3.48
Mean Hrs. Earned = 80.0 | S.D. = 27.3
Grade Diff. EJC - U of W = -.664

U of W G.P.A. N = 78

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.		15	27	28	8		(1)
P.C.		19.2	34.6	35.9	10.3		--
Mean	2.534	S.D.	.466	Range	1.5 - 3.33		
Mean Hrs. Earned	= 50.1	S.D.	= 37.3				

Distribution 3.50 - 4.00

WPCT N = 18

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.		9	6	1	2		(7)
P.C.		50.0	33.3	5.6	11.1		--
Mean	2.761	S.D.	.452	Range	1.7 - 3.2		

H.S. G.P.A. N = 25

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.	14	6	3	1	1		--
P.C.	56.0	24.0	12.0	4.0	4.0		--
Mean	3.400	S.D.	.523	Range	1.92 - 3.92		

EJC G.P.A.
N = 25
P.C.= 6.5

Mean = 3.734 | S.D. = .173
Range = 3.50 - 4.00
Mean Hrs. Earned = 72.5 | S.D. = 24.6
Grade Diff. EJC - U of W = -.968

U of W G.P.A. N = 25

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.		12	8	2	1	2	--
P.C.		48.0	32.0	8.0	4.0	8.0	--
Mean	2.766	S.D.	.667	Range	1.00 - 3.39		
Mean Hrs. Earned	= 56.8	S.D.	= 43.3				

Totals

WPCT - All-College Prediction

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
Total No.	12	55	96	124	16	
Total P.C.	4.0	18.0	32.0	41.0	5.0	

Total No. = 303

H.S. G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
Total No.	30	57	105	125	52	8
Total P.C.	8.0	15.0	28.0	33.0	14.0	2.0

Total No. = 377

EJC G.P.A.

Total No. = 386

U of W G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
Total No.	3	37	84	149	70	36
Total P.C.	1.0	10.0	22.0	39.0	18.0	10.0

Total No. = 379

Table 31.

Performance of EJC Native Students Enrolled at the University of Washington Fall Quarter 1965
Distribution by UWGPA

WPCT - All-College Prediction N = 25 | H.S. G.P.A. N = 36 | EJC G.P.A. N = 36

U of W G.P.A.
N = 36
P.C. = 9.5
Distribution 0.00 - 1.49

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.			1	7	16	1	(11)		2	10	16	8		--	2		12	22			--
P.C.			4.0	28.0	64.0	4.0	--		5.6	27.7	44.5	22.2		--	5.6		33.3	61.1			--
	Mean	1.848	S.D.	.267	Range	1.1 - 2.5		Mean	2.266	S.D.	.382	Range	1.52 - 3.15		Mean	2.493	S.D.	.321	Range	2.06 - 3.54	
															Mean Hrs. Earned =			73.7	S.D. =	20.9	

Mean = .982 | S.D. = .385
Range = 0.00 - 1.48
Mean Hrs. Earned = 11.9 | SD. = 9.3
Grade Diff. EJC-U of W = -1.5

N = 62 | N = 67 | N = 70

Distribution 1.50 - 1.99
N = 70
P.C. = 18.5

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.		1	4	23	28	6	(8)	1	4	20	27	12	3	(3)	1	8	26	34	1		--
P.C.		1.6	6.5	37.1	45.1	9.7	--	1.5	6.0	29.8	40.3	17.9	4.5	--	1.4	11.5	37.1	48.6	1.4		
	Mean	1.918	S.D.	.374	Range	1.10 - 3.10		Mean	2.345	S.D.	.513	Range	1.00 - 3.88		Mean	2.539	S.D.	.338	Range	1.74 - 3.62	
															Mean Hrs. Earned =			78.3	S.D. =	22.4	

Mean = 1.734 | S.D. = .150
Range = 1.50 - 1.97
Mean Hrs. Earned = 32.7 | S.D. = 25.9
Grade Diff. EJC-U of W -.81

N = 119 | N = 145 | N = 149

Distribution 2.00 - 2.49
N = 149
P.C. = 39.3

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.		2	21	39	51	6	(30)	6	20	43	54	20	2	(4)	2	28	71	46	1	1	--
P.C.		1.7	17.6	32.8	42.9	5.0	--	4.1	13.8	29.7	37.2	13.8	1.4	--	1.3	18.8	47.7	30.9	.6	.7	--
	Mean	2.034	S.D.	.399	Range	1.40 - 3.00		Mean	2.514	S.D.	.519	Range	1.47 - 3.74		Mean	2.671	S.D.	.359	Range	1.48 - 3.54	
															Mean Hrs. Earned =			73.3	S.D. =	25.4	

Mean = 2.222 | S.D. = .150
Range = 2.00 - 2.48
Mean Hrs. Earned = 56.2 | SD. = 40.5
Grade Diff. EJC-U of W = -.45

N = 65 | N = 83 | N = 84

Distribution 2.50 - 2.99
N = 84
P.C. = 22.2

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.		3	16	21	23	2	(19)	8	18	22	24	9	2	(1)	8	27	28	21			--
P.C.		4.6	24.6	32.3	35.4	3.1	--	9.6	21.7	26.5	28.9	10.9	2.4	--	9.5	32.2	33.3	25.0			--
	Mean	2.154	S.D.	.462	Range	1.30 - 3.10		Mean	2.668	S.D.	.588	Range	1.41 - 3.92		Mean	2.868	S.D.	.432	Range	2.20 - 3.93	
															Mean Hrs. Earned =			82.3	S.D. =	22.6	

Mean = 2.702 | S.D. = .138
Range = 2.50 - 2.97
Mean Hrs. Earned = 57.2 | S.D. = 39.9
Grade Diff. EJC-U of W = -.17

N = 28 | N = 39 | N = 40

Distribution 3.00 - 4.00
N = 40
P.C. = 10.5

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.		6	13	4	4	1	(12)	15	12	5	4	3		(1)	12	15	9	4			--
P.C.		21.4	46.5	14.2	14.3	3.6	--	38.5	30.7	12.9	10.2	7.7		--	30.0	37.5	22.5	10.0			--
	Mean	2.511	S.D.	.497	Range	1.40 - 3.20		Mean	3.157	S.D.	.620	Range	1.73 - 3.92		Mean	3.252	S.D.	.503	Range	2.27 - 4.00	
															Mean Hrs. Earned =			79.5	S.D. =	29.8	

Mean = 3.217 | S.D. = .195
Range = 3.00 - 4.00
Mean Hrs. Earned = 49.4 | S.D. = 38.3
Grade Diff. EJC-U of W = -.04

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
Total No.		12	55	94	122	16		30	56	100	125	52	7		25	78	146	127	2	1	
Total P.C.		4.0	18.4	31.5	40.8	5.3		8.1	15.1	27.0	33.9	14.0	1.9		6.6	20.6	38.7	33.5	.4	.2	

Total No. = 299 | Total No. = 370 | Total No. = 379 | Total No. = 379

Table 32.

Performance of EJC Native Students Enrolled at the University of Washington Fall Quarter 1965
Distribution by EJCGPA and Hours Earned

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 0-16

								Hours Earned U of W			
	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	1	2.70	--			1					
H.S.	1	3.60	--				1				
EJC	1	2.00	--								
U of W	1	2.02	--		1					1	
Grade Diff. EJC-UW		+.02									

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 17-48

WPCT	8	1.79	.26	6	2						
H.S.	8	2.25	.24	1	6	1					
EJC	8	2.04	.26								
U of W	8	2.03	.53	4	3	1		3	1	3	1
Grade Diff. EJC-UW		-.01									

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 49-89

WPCT	18	1.83	.32	11	6	1					
H.S.	22	2.19	.53	9	5	7	1				
EJC	23	2.15	.08								
U of W	23	1.76	.46	15	7	1		10	9	2	2
Grade Diff. EJC-UW		-.39									

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 90 +

WPCT	7	1.83	.46	3	4						
H.S.	6	2.44	.47	2	1	2	1				
EJC	7	2.16	.06								
U of W	7	1.88	.55	4	2	1		2	4	1	
Grade Diff. EJC-UW		-.28									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 0-16

							Hours Earned U of W			
N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
0	---	--								
1	3.00	--				1				
1	2.38	--								
1	2.13	--		1					1	
	-.25									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 17-48

12	1.88	.18	7	5						
13	2.38	.45	2	6	4	1				
13	2.38	.06								
13	2.10	.61	4	5	3	1	3	2	5	3
	-.28									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 49-89

36	1.83	.29	26	9	1					
41	2.25	.40	9	24	7	1				
41	2.38	.07								
40	1.83	.69	20	13	7		20	6	8	6
	-.55									

EJC GPA 2.25 —2.49
EJC Hrs. Earned 90 +

26	1.90	.30	16	9	1					
37	2.44	.45	4	16	12	5				
38	2.37	.07								
37	2.26	.57	10	16	8	3	18	6	7	6
	-.11									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 0-16

							Hours Earned U of W			
N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
1	2.20	--		1						
1	2.82	--			1					
1	2.55	--								
1	2.02	--		1						1
	-.53									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 17-48

24	2.10	.38	10	8	6					
27	2.48	.48	4	10	8	5				
28	2.72	.13								
28	2.10	.46	6	18	4		10	4	5	9
	-.62									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 49-89

39	1.93	.34	22	13	4					
52	2.42	.50	8	25	13	6				
53	2.71	.15								
53	2.22	.49	12	31	7	3	19	13	10	11
	-.49									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 90 +

51	2.02	.40	23	19	8	1				
68	2.51	.50	12	17	30	9				
68	2.70	.13								
64	2.19	.62	20	21	17	6	24	11	19	10
	-.51									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 0 - 16

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 0 - 16

								Hours Earned U of W											Hours Earned U of W			
	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	1	2.50	--			1																
H.S.	1	3.05	--				1															
EJC	1	3.00	--																			
U of W	1	2.15	--		1					1												
Grade Diff. EJC-UW		-.85																				

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 17 - 48

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 17 - 48

WPCT	10	2.30	.41	3	4	2	1					4	2.58	.55	1		1	2				
H.S.	12	2.66	.51	2	3	4	3					5	3.07	.79	1	1		3				
EJC	12	3.19	.13									5	3.71	.17								
U of W	12	2.60	.47	1	3	5	3		5	4	3	5	2.99	.40		1	1	3			2	3
Grade Diff. EJC-UW		-.59											-.72									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 49 - 89

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 49 - 89

WPCT	23	2.36	.41	4	7	11	1					5	3.02	.16			1	4				
H.S.	27	2.86	.60	3	4	6	14					10	3.56	.43			1	9				
EJC	30	3.20	.15									10	3.75	.17								
U of W	29	2.53	.52	3	11	9	6	10	4	9	6	10	2.47	.86	3		3	4	5	1		4
Grade Diff. EJC-UW		-.67											-1.3									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 90 +

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 90 +

WPCT	28	2.31	.41	7	8	13						9	2.70	.45	1	1	4	3				
H.S.	35	2.90	.60	3	7	7	18					10	3.41	.33			2	8				
EJC	36	3.20	.12									10	3.73	.18								
U of W	36	2.52	.42	4	13	13	6	15	5	10	6	10	2.95	.39		1	4	5	4	1	4	1
Grade Diff. EJC-UW		-.68											-.78									

Summary

	WPCT	H.S.	EJC	U of W
0.00 - 1.99	140	60	3	106
2.00 - 2.49	96	125	129	149
2.50 - 2.99	55	105	150	84
3.00 - 4.00	12	87	104	40
Total No. =	303	377	386	379

	Hrs. U of W	Hrs. EJC
0 - 16	143	4
17 - 48	72	66
49 - 89	92	157
90 +	72	159

Table 33.

Perfomance of EJC Native Students Enrolled at the University of Washington Fall Quarter 1965
Distribution by UWGPA and Hours

UWGPA	0.00 - 1.99			2.00 - 2.49			2.50 - 2.99			3.00 - 3.49			3.50 - 4.00		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
16 hrs. or less															
WPCT	50	1.892	.336	37	1.962	.417	18	1.983	.460	9	2.356	.593	1	2.400	
HS	56	2.325	.496	42	2.490	.552	26	2.629	.630	13	3.054	.664	2	3.190	.140
EJC	59	2.545	.339	43	2.665	.370	26	2.856	.414	13	3.130	.525	2	2.650	.330
U of W	59	1.291	.477	43	2.163	.168	26	2.683	.134	13	3.147	.134	2	3.750	.250
Grade Diff. EJC-UW		-1.254			-.502			-.173			+.017			+1.100	
17-48 Hours															
WPCT	24	1.796	.330	19	2.132	.357	10	2.090	.425	3	2.967	.125			
HS	31	2.246	.338	25	2.657	.497	10	2.576	.427	5	3.412	.444			
EJC	31	2.438	.289	25	2.737	.334	11	2.791	.389	5	3.328	.509			
U of W	31	1.642	.226	25	2.248	.143	11	2.683	.145	5	3.142	.133			
Grade Diff. EJC-UW		-.796			-.489			-.108			-.186				
49-89 Hours															
WPCT	11	2.064	.336	36	2.089	.419	19	2.205	.429	8	2.625	.438			
HS	14	2.363	.588	43	2.598	.501	23	2.616	.596	9	3.109	.758			
EJC	14	2.576	.351	45	2.680	.380	23	2.830	.432	10	3.370	.449			
U of W	14	1.850	.112	45	2.247	.145	23	2.676	.114	10	3.209	.118			
Grade Diff. EJC-UW		-.726			-.433			-.154			-.161				
90 +															
WPCT	2	2.350	.150	27	1.993	.346	18	2.306	.458	6	2.533	.249	1	1.600	
HS	2	2.885	.025	35	2.336	.458	24	2.800	.568	9	3.294	.440	1	2.340	
EJC	2	2.830	.270	36	2.622	.326	24	2.952	.457	9	3.466	.342	1	2.560	
UW	2	1.885	.015	36	2.242	.117	24	2.756	.144	9	3.203	.108	1	3.620	
Grade Diff. EJC-UW		-.945			-.380			-.196			-.263			+1.060	

Table 34.

Performance of EJC Native Students Enrolled at the University of Washington Fall Quarter 1965
Distribution by Hours Earned at the University of Washington

	UW Hours 0-16			UW Hours 17-48			UW Hours 49-89			UW Hours 90+		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
High School	139	2.512	.598	71	2.519	.522	89	2.618	.600	71	2.630	.590
Everett Junior College	143	2.692	.422	72	2.658	.416	92	2.777	.456	72	2.842	.466
University of Washington	143	2.009	.756	72	2.116	.508	92	2.398	.406	72	2.543	.398
English Composite	119	47.2	8.3	61	48.1	9.8	74	48.9	7.7	53	47.5	8.3
All-College Prediction	115	1.970	.426	56	2.025	.445	74	2.173	.445	54	2.163	.426
English Prediction	115	2.018	.424	56	2.088	.463	74	2.201	.412	54	2.185	.425
Grade Differential EJC-UW		-.683			-.542			-.379			-.299	

Correlation Coefficients

UW Hours 0-16

	HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
High School	---	.56	.32	.54	.88	.78
Everett Junior College	.56	---	.36	.35	.58	.47
University of Washington	.32	.36	---	.12	.25	.19
English Composite	.54	.35	.12	---	.78	.90
All-College Prediction	.88	.58	.25	.78	---	.94
English Prediction	.78	.47	.19	.90	.94	---

UW Hours 17-48

	HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
High School	---	.44	.56	.40	.79	.74
Everett Junior College	.44	---	.56	.40	.54	.46
University of Washington	.56	.56	---	.35	.54	.46
English Composite	.40	.40	.35	---	.80	.92
All-College Prediction	.79	.54	.54	.80	---	.90
English Prediction	.74	.46	.46	.92	.90	---

UW Hours 49-89

	HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
High School	---	.50	.25	.55	.92	.82
Everett Junior College	.50	---	.47	.47	.61	.60
University of Washington	.25	.47	---	.35	.34	.38
English Composite	.55	.47	.35	---	.72	.87
All-College Prediction	.92	.61	.34	.72	---	.95
English Prediction	.82	.60	.38	.87	.95	---

UW Hours 90+

	HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
High School	---	.53	.44	.49	.86	.74
Everett Junior College	.53	---	.50	.43	.63	.57
University of Washington	.44	.50	---	.06	.28	.21
English Composite	.49	.43	.06	---	.77	.90
All-College Prediction	.86	.63	.28	.77	---	.94
English Prediction	.74	.57	.21	.90	.94	---

The EJC native transfers were divided according to their major fields. Tables 35. to 44. inclusive show the relationship of the WPCT all-college prediction to the other variables for those students who had taken the WPCT. The charts also show the relationship between EJC-UW grades for all students who earned grades at the University of Washington. The length of time spent at Everett Junior College before transfer and the number of hours earned at the University were recorded for each major. The charts show the following:

Major Field	N	Correlation All-Coll.-EJC.	Correlation All-Coll.-UW
Architecture and Urban Planning	3	.69	.23
Arts and Sciences	124	.57	.32
Business Administration	57	.45	.35
Education	49	.53	.30
Engineering	37	.60	.39
Fisheries	5	.89	.24
Forestry	10	.58	.77
Nursing	6	.96	.91
Pharmacy	11	.71	.53

Other than in forestry, EJC grades correlated higher with the all-college prediction than the UW grades correlated with the all-college prediction. In general, the correlations between EJC grades and the all-college predictions were good. The correlations for architecture and urban planning, fisheries, forestry, nursing, and pharmacy included only a small number of students.

Major Field	N	Mean EJC	N	Mean UW	Below 2.00	PC Below 2.00UW	Correlation EJC-UW
Architecture & Urban Planning	3	2.270	3	1.873	1	33.3	.54
Arts & Sciences	154	2.762	151	2.149	49	32.4	.36
Business Ad.	67	2.567	66	2.130	21	31.7	.38
Education	65	2.796	65	2.376	9	13.9	.54
Engineering	57	2.795	55	2.335	14	25.4	.45
Fisheries	5	2.696	5	2.414	2	40.0	.65
Forestry	13	2.522	13	2.102	5	38.5	.67
Nursing	7	3.033	7	2.700	1	14.3	.77
Pharmacy	14	2.831	13	2.244	4	30.8	.37
Physical Therapy	(no table) 1	2.910	1	2.350			
Total	386		379		106		

Data show that only 13.9 per cent of the students who were majoring in education failed to earn grades of C or better at the University. Only one student in nursing failed to earn a C average. Nursing students earned the highest mean at the University of Washington; however, Table 43. also shows these students had the highest high school averages of any of the majors.

Engineering students were next lowest in per cent of students below 2.00 at the University. Table 40. shows that 59.6 per cent of the engineering students completed 90 or more hours at Everett Junior College before transfer. Table 38. shows that 21 (31.7 per cent) of the 66 students majoring in business administration failed to earn grades of C or better at the University, but only 34.3 per cent remained at Everett for 90 or more hours before transfer. It will be recalled that the Knoell-Medsker study singled out business administration and engineering as the two fields in which students with minimum junior college grades were experiencing difficulty in all state universities. In light of the findings of this research and the Knoell-Medsker study it would seem advisable for students who major in business administration and engineering to spend two full years at Everett Junior College before transfer, particularly if their EJC grade average is below 2.5. It is recognized that the business administration majors had a lower high school mean than did the engineering students; however, it is assumed that the length of time spent at Everett Junior College contributed to the success of the students majoring in engineering.

Table 37. shows that 20 (41 per cent) of the 49 students who failed to earn grades of C or better in the College of Arts and Sciences were pre-majors. The Knoell-Medsker study clearly stated that students should select their major and transfer institution not later than the end of their freshman year. If students have not identified a major before the end of their freshman year, they should be encouraged to enroll in Career Planning or seek the assistance of the counseling staff to help them identify their educational objectives. On the basis of the percentage of students who failed to earn passing grades at the University who declared pre-major as their objective, it would seem that students who have not selected a major at Everett should be discouraged from transferring until they have some notion of their educational goal. If students desire to sample a number of courses before committing themselves to a major, this can be accomplished at a junior college where classes are smaller and individual help may be easily obtained from instructors.

Tables 35. to 44. inclusive were included in the manual to present a clearer picture of how students were performing in their major fields at the University. For counseling purposes, however, the EJC grade ranges for the total group are more reliable, since the total group would be less affected by the performance of individual students than the sub-divisions. In the section on majors, some of the major fields have so few students that the outcomes are unreliable as a basis for advising students with similar majors.

Most of the tables presented for native EJC transfers are also presented for the transfers who initiated their education at the University of Washington or other colleges. However, the relationship between the EJC-UW grades is clouded for these groups because there is no way of ascertaining the extent to which the junior college grades for these students affected their grades at the University of Washington. Therefore, tables 45. to 62. inclusive are more informational in nature.

The follow-up study of the EJC transfers to the University of Washington has the following implications for counseling at Everett Junior College.

1. Students with all-college predictions below 2.00 or high school grade averages below 2.50 should be counseled to remain at Everett Junior College until they have obtained the Associate in Arts and Sciences degree. The research showed that in both of these groups of students approximately the same percentage failed to earn an average of C at the University of Washington Fall Quarter 1965.

2. The gross differential between EJC-UW means was .51 for native transfers. Students who have EJC grades that cannot accommodate this differential should think seriously about selecting a transfer institution in which they may have a better chance to succeed, if their specific degree does not require attendance at the University of Washington.

3. Students with EJC grades below 2.50 have only a slightly better than 50 per cent chance to succeed at the University, at least initially. The lower the EJC average, the more likely is the chance of failure.

4. Students who elect to transfer to the University with minimum EJC grades should be encouraged to enroll in fewer hours their first quarter of attendance and to forego part-time employment until they adjust to the University program.

5. Students should be apprised of a possible drop in cumulative average immediately after transfer. However, they should also be apprised that many junior college transfers regain and often surpass their junior college averages as they progress in the four-year institution.

6. Students should not transfer to the University until they have declared their educational objective.

7. Engineering and business administration majors should remain in the junior college program until they have completed all their lower division requirements, particulary if their EJC grade averages do not indicate that they will be able to succeed in these programs at the University if they transfer with less than 90 hours.

8. Students from the King County area should be cautioned against early transfer. Although these students may indicate they have financial reasons for transferring early, the research showed that the long-range goals of many are being defeated by too early transfer to the University.

9. The University of Washington's definition of cumulative grade-point average and graduation grade-point average should be taken into account by all transfers to the University, and particularly by those transfers who previously attended the University or another college before enrolling at EJC.

10. Students who failed at the University before enrolling at Everett Junior College or whose cumulative average at the University was low at the time of transfer should re-evaluate their major and reconsider their chances to succeed in that institution.

11. Students with poor high school grades and minimum success in college courses at the junior college level should remain in the junior college until they have demonstrated sufficiently their ability to do college level work. The time of transfer should be determined by demonstrated ability rather than by number of accumulated credits. Some students should remain in the junior college program for more than two years before transfer.

The tables which visually portray the outcomes of the variables to one another should be of some assistance in working with students who plan to transfer to the University of Washington. Tables 30. 32., and the table in the student's major field are particularly recommended for native EJC transfers.

Table 35.

Performance of Native EJC Students Enrolled at the University of Washington Fall 1965
Major: Architecture and Urban Planning

Achieved Grades	WPCT - All-College Prediction									
High School	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00										
3.00 - 3.49										33.3
2.50 - 2.99				1					1	
2.00 - 2.49										
1.50 - 1.99					1	1			2	66.7
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total				1	1	1			3	
Per Cent				33.3	33.3	33.4				100.0
EJC										
3.50 - 4.00										
3.00 - 3.49										
2.50 - 2.99				1					1	33.3
2.00 - 2.49					1	1			2	66.7
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total				1	1	1			3	
Per Cent				33.3	33.3	33.4				100.0
UW										
3.50 - 4.00										
3.00 - 3.49										
2.50 - 2.99										
2.00 - 2.49				1		1			2	66.7
1.50 - 1.99										
1.00 - 1.49					1				1	33.3
0.50 - 0.99										
0.00 - 0.49										
Total				1	1	1			3	
Per Cent				33.3	33.3	33.4				100.0

	U of W GPA									
EJC	4.00 3.50	3.49 3.00	2.99 3.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00										
3.00 - 3.49										
2.50 - 2.99				1					1	33.3
2.00 - 2.49				1		1			2	66.7
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total				2		1			3	
Per Cent				66.7		33.3				100.0

Total Group		Mean	S.D.	Range
N=3	All-Coll.	1.800	.327	1.40 - 2.20
N=3	HS	2.107	.505	1.71 - 2.82
N=3	EJC	2.270	.206	2.06 - 2.55
N=3	UW	1.873	.358	1.38 - 2.22
N=2	Engl.C.	43.0	9.0	34 - 52
N=3	Engl.P.	1.833	.386	1.30 - 2.20

EJC			UW		
Hours	No.	P.C.	Hours	No.	P.C.
0-16	1	33.3	0-16	1	33.3
17-48			17-48		
49-89	2	66.7	49-89		
90+			90+	2	66.7

Correlation Coefficients

		HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
N=3	HS	---	.98	.35	1.00	.83	.62
N-3	EJC	.98	---	.54	1.00	.69	.44
N=3	UW	.35	.54	---	1.00	.23	.51
N=2	Engl.C.	1.00	1.00	1.00	----	1.00	1.00
N=3	All-Coll.	.83	.69	.23	1.00	---	.95
N=3	Engl.P.	.62	.44	.51	1.00	.95	---

Table 36.

Perfomance of Native EJC Students Enrolled at the University of Washington Fall 1965
Major: Arts and Sciences

Achieved Grades	WPCT - All-College Prediction									
High School	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00		5	7						12	9.7
3.00 - 3.49		1	15						16	12.9
2.50 - 2.99			3	16	8				27	21.8
2.00 - 2.49			2	14	32	2			50	40.3
1.50 - 1.99					14	3			17	13.7
1.00 - 1.49										
0.50 - 0.99										
No H.S. Record			1	1					2	1.6
Total		6	28	31	54	5			124	
Per Cent		4.8	22.6	25.0	43.6	4.0				100.0
EJC										
3.50 - 4.00		4	3	1	1				9	7.3
3.00 - 3.49		2	14	6	5				27	21.8
2.50 - 2.99			8	10	24	5			47	37.9
2.00 - 2.49			3	14	23				40	32.2
1.50 - 1.99										
1.00 - 1.49					1				1	.8
0.50 - 0.99										
0.00 - 0.49										
Total		6	28	31	54	5			124	
Per Cent		4.8	22.6	25.0	43.6	4.0				100.0
UW										
3.50 - 4.00										
3.00 - 3.49		2	5		2				9	7.3
2.50 - 2.99		1	7	7	6	1			22	17.7
2.00 - 2.49		2	13	8	26	2			51	41.1
1.50 - 1.99		1	2	12	10	2			27	21.8
1.00 - 1.49			1	3	6				10	8.1
0.50 - 0.99				1	2				3	2.4
0.00 - 0.49					2				2	1.6
Total		6	28	31	54	5			124	
Per Cent		4.8	22.6	25.0	43.6	4.0				100.0

	U of W GPA									
EJC	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00		6	4	1	1	2			14	9.3
3.00 - 3.49		3	11	14	2				30	19.9
2.50 - 2.99		1	5	32	12	7	2		59	39.0
2.00 - 2.49	1	2	8	13	14	7	1	1	47	31.1
1.50 - 1.99										
1.00 - 1.49				1					1	.7
0.50 - 0.99										
0.00 - 0.49										
Total	1	12	28	61	29	16	3	1	151	
Per Cent	.7	8.0	18.5	40.4	19.2	10.6	2.0	.6		100.0

Total Group		Mean	S.D.	Range
N=124	All-Coll.	2.086	.454	1.30 - 3.10
N=152	HS	2.521	.604	1.43 - 3.92
N=154	EJC	2.762	.459	1.48 - 3.91
N=151	UW	2.149	.631	0.00 - 4.00
N=126	Engl.C.	49.9	8.3	31 - 69
N=124	Engl.P.	2.161	.421	1.40 - 3.20

EJC Hours	No.	P.C.	UW Hours	No.	P.C.
0-16	1	.6	0-16	53	35.1
17-48	34	22.1	17-48	31	20.5
49-89	66	42.9	49-89	46	30.5
90+	53	34.4	90+	21	13.9

Correlation Coefficients

		HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
N=152	HS	---	.53	.33	.49	.88	.77
N=154	EJC	.53	---	.36	.36	.57	.48
N=151	UW	.33	.36	---	.16	.32	.26
N=126	Engl.C	.49	.36	.16	---	.74	.88
N=124	All-Coll	.88	.57	.32	.74	---	.93
N=124	Engl.P	.77	.48	.26	.88	.93	---

Arts and Sciences: Major Field

Major	No.	Below 2.00 UW
Anthropology	1	
Art	8	1
Chemistry	3	1
Journalism	6	3
Radio Television	1	
Drama	2	1
Economics	5	
English	3	
Far Eastern & Russian	1	
General Studies	4	1
Geography	1	
Germanics	1	
History	9	2
Home Economics	2	
Mathematics	16	3
Microbiology	1	
Music	4	
Philosophy	1	1
Physics	2	1
Political Science	15	6
Pre-Dent	2	
Pre-Dent Hygiene	1	
Pre-law	4	4
Pre-Major	35	20
Pre-Med	1	
Pre-Med Tech.	1	
Preventive Medicine	1	
French	3	1
Sociology	12	2
Speech	1	
Zoology	7	2
	154	49

Summary: Students Below 2.00 Only

	No.	Mean	S.D.
WPCT	41	1.946	.330
HS	49	2.339	.452
EJC	49	2.573	.356
UW	49	1.438	.403

	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00
WPCT	21	16	3	1
HS	10	22	13	4
EJC		23	21	5
UW	49			

Hours Earned	EJC	UW
0-16		25
17-48	10	19
49-89	26	5
90+	13	
	49	49

Table 38.

Performance of Native EJC Students Enrolled at the University of Washington Fall 1965
Major: Business Administration

Achieved Grades	WPCT - All-College Prediction									
High School	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00			3						3	5.3
3.00 - 3.49			2	3					5	8.8
2.50 - 2.99				10	6				16	28.1
2.00 - 2.49				2	16	1			19	33.2
1.50 - 1.99					6	5			11	19.3
1.00 - 1.49						1			1	1.8
0.50 - 0.99										
No HS Record				1	1				2	3.5
Total			5	16	29	7			57	
Per Cent			8.8	28.1	50.8	12.3				100.0
EJC										
3.50 - 4.00			2		1				3	5.3
3.00 - 3.49			1	3	1	1			6	10.5
2.50 - 2.99			1	8	11	1			21	36.8
2.00 - 2.49			1	4	15	5			25	43.9
1.50 - 1.99				1	1				2	3.5
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total			5	16	29	7			57	
Per Cent			8.8	28.1	50.8	12.3				100.0
UW										
3.50 - 4.00				1					1	1.8
3.00 - 3.49			2	1	1				4	7.0
2.50 - 2.99			2	5	6	1			14	24.6
2.00 - 2.49			1	4	12	2			19	33.2
1.50 - 1.99				3	7	4			14	24.6
1.00 - 1.49					1				1	1.8
0.50 - 0.99				2					2	3.5
0.00 - 0.49					2				2	3.5
Total			5	16	29	7			57	
Per Cent			8.8	28.1	50.8	12.3				

	U of W GPA									
EJC	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00		1	1	1					3	4.5
3.00 - 3.49		2	2	3					7	10.6
2.50 - 2.99	1		8	9	6	1	1	1	27	40.9
2.00 - 2.49		1	6	9	8	1	1	1	27	40.9
1.50 - 1.99				1	1				2	3.1
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total	1	4	17	23	15	2	2	2	66	
Per Cent	1.5	6.1	25.8	34.9	22.7	3.0	3.0	3.0		100.0

Total Group		Mean	S.D.	Range
N=57	All-Coll.	1.861	.409	1.10 - 2.80
N=65	HS	2.387	.553	1.00 - 3.66
N=67	EJC	2.567	.390	1.74 - 3.82
N=66	UW	2.130	.666	0.00 - 3.50
N=58	Engl.C.	43.5	7.1	27 - 56
N=57	Engl.P.	1.891	.389	1.10 - 2.80

EJC Hours	No.	P.C.	UW Hours	No.	P.C.
0-16	1	1.5	0-16	30	45.5
17-48	11	16.4	17-48	14	21.2
49-89	32	47.8	49-89	14	21.2
90+	23	34.3	90+	8	12.1

Correlation Coefficients

		HS	EJC	UW	Engl.C.	All-Coll.	Engl. P.
N=65	HS	---	.47	.38	.50	.88	.81
N=67	EJC	.47	---	.38	.28	.45	.44
N=66	UW	.38	.38	---	.24	.35	.37
N=58	Engl.C.	.50	.28	.24	---	.74	.86
N=57	All-Coll.	.88	.45	.35	.74	---	.96
N=57	Engl. P.	.81	.44	.37	.86	.96	---

Table 39.

Performance of Native EJC Students Enrolled at the University of Washington Fall 1965
Major: Education

Achieved Grades	WPCT – All-College Prediction									
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
High School										
3.50 - 4.00		2	2						4	8.2
3.00 - 3.49			4	4					8	16.3
2.50 - 2.99			1	12	3				16	32.6
2.00 - 2.49				5	13	1			19	38.8
1.50 - 1.99					1	1			2	4.1
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		2	7	21	17	2			49	
Per Cent		4.1	14.3	42.8	34.7	4.1				100.0
EJC										
3.50 - 4.00		1	1						2	4.1
3.00 - 3.49			4	4	3	1			12	24.5
2.50 - 2.99		1	2	7	5				15	30.6
2.00 - 2.49				10	9	1			20	40.8
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		2	7	21	17	2			49	
Per Cent		4.1	14.3	42.8	34.7	4.1				100.0
UW										
3.50 - 4.00										
3.00 - 3.49		2	2	1		1			6	12.2
2.50 - 2.99			1	3	8				12	24.5
2.00 - 2.49			4	15	4	1			24	49.0
1.50 - 1.99				1	3				4	8.2
1.00 - 1.49					1				1	2.0
0.50 - 0.99				1	1				2	4.1
0.00 - 0.49										
Total		2	7	21	17	2			49	
Per Cent		4.1	14.3	42.8	34.7	4.1				100.0

	U of W GPA									
EJC	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00		3	1						4	6.2
3.00 - 3.49		5	4	8	1				18	27.7
2.50 - 2.99		3	4	11	1				19	29.2
2.00 - 2.49			5	12	3	2	2		24	36.9
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		11	14	31	5	2	2		65	
Per Cent		16.9	21.5	47.7	7.7	3.1	3.1			100.0

Total Group		Mean	S.D.	Range
N=49	All-Coll.	2.122	.409	1.40 - 3.20
N=62	HS	2.702	.510	1.50 - 3.77
N=65	EJC	2.796	.455	2.17 - 4.00
N=65	UW	2.376	.555	.67 - 3.39
N=52	Engl.C.	48.8	8.3	31 - 68
N=49	Engl.P.	2.178	.446	1.30 - 3.30

EJC			UW		
Hours	No.	P.C.	Hours	No.	P.C.
0-16			0-16	31	47.7
17-48	12	18.5	17-48	12	18.5
49-89	21	32.3	49-89	13	20.0
90+	32	49.2	90+	9	13.8

Correlation Coefficients

		HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
N=62	HS	---	.54	.24	.64	.90	.82
N=65	EJC	.54	---	.54	.41	.53	.50
N=65	UW	.24	.54	---	.15	.30	.27
N=52	Engl.C.	.64	.41	.15	---	.80	.92
N=49	All-Coll.	.90	.53	.30	.80	---	.94
N=49	Engl.P.	.82	.50	.27	.92	.94	---

Table 40.

Performance of Native EJC Students Enrolled at the University of Washington Fall 1965
Major: Engineering

Achieved Grades	WPCT – All-College Prediction									
High School	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00		1			1				2	5.4
3.00 - 3.49			5	2					7	18.9
2.50 - 2.99			1	10	3				14	37.9
2.00 - 2.49				3	8				11	29.7
1.50 - 1.99					1				1	2.7
1.00 - 1.49				1					1	2.7
0.50 - 0.99										
No HS Record				1					1	2.7
Total		1	6	17	13				37	
Per Cent		2.7	16.2	46.0	35.1					100.0
EJC										
3.50 - 4.00		1							1	2.7
3.00 - 3.49			2	5	2				9	24.3
2.50 - 2.99			4	10	6				20	54.1
2.00 - 2.49				2	5				7	18.9
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		1	6	17	13				37	
Per Cent		2.7	16.2	46.0	35.1					100.0
UW										
3.50 - 4.00										
3.00 - 3.49			1	1					2	5.4
2.50 - 2.99		1	2	4	3				10	27.0
2.00 - 2.49			3	6	5				14	37.9
1.50 - 1.99				4	5				9	24.3
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49				2					2	5.4
Total		1	6	17	13				37	
Per Cent		2.7	16.2	46.0	35.1					100.0

	U of W GPA									
EJC	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00			1						1	1.8
3.00 - 3.49		3	7	2	3				15	27.3
2.50 - 2.99		1	8	14	4				27	49.1
2.00 - 2.49			2	3	5	1	1		12	21.8
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		4	18	19	12	1	1		55	
Per Cent		7.3	32.7	34.6	21.8	1.8	1.8			100.0

Total Group		Mean	S.D.	Range
N=37	All-Coll.	2.124	.360	1.60 - 3.10
N=55	HS	2.613	.554	1.12 - 3.74
N=57	EJC	2.795	.334	2.29 - 3.77
N=55	UW	2.335	.521	.50 - 3.33
N=40	Engl.C.	47.9	8.4	28 - 73
N=37	Engl.P.	2.100	.363	1.40 - 3.20

EJC			UW		
Hours	No.	P.C.	Hours	No.	P.C.
0-16			0-16	20	36.4
17-48	6	10.5	17-48	6	10.9
49-89	17	29.9	49-89	12	21.8
90+	34	59.6	90+	17	30.9

Correlation Coefficients

		HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
N=55	HS	---	.21	.34	.28	.71	.70
N=57	EJC	.21	---	.45	.26	.60	.44
N=55	UW	.34	.45	---	.17	.39	.27
N=40	Engl.C.	.28	.26	.17	---	.66	.82
N=37	All-Coll.	.71	.60	.39	.66	---	.85
N=37	Engl.P.	.70	.44	.27	.82	.85	---

Table 41.

Perfomance of Native EJC Students Enrolled at the University of Washington Fall 1965
Major: Fisheries

Achieved Grades	WPCT - All-College Prediction									
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
High School										
3.50 - 4.00		1							1	20.0
3.00 - 3.49										
2.50 - 2.99				1	1				2	40.0
2.00 - 2.49					2				2	40.0
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		1		1	3				5	
Per Cent		20.0		20.0	60.0					100.0
EJC										
3.50 - 4.00		1							1	20.0
3.00 - 3.49										
2.50 - 2.99					1				1	20.0
2.00 - 2.49				1	2				3	60.0
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		1		1	3				5	
Per Cent		20.0		20.0	60.0					100.0
UW										
3.50 - 4.00					1				1	20.0
3.00 - 3.49		1							1	20.0
2.50 - 2.99										
2.00 - 2.49					1				1	20.0
1.50 - 1.99				1					1	20.0
1.00 - 1.49					1				1	20.0
0.50 - 0.99										
0.00 - 0.49										
Total		1		1	3				5	
Per Cent		20.0		20.0	60.0					

	U of W GPA									
EJC	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00		1							1	20.0
3.00 - 3.49										
2.50 - 2.99	1								1	20.0
2.00 - 2.49				1	1	1			3	60.0
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total	1	1		1	1	1			5	
Per Cent	20.0	20.0		20.0	20.0	20.0				100.0

Total Group		Mean	S.D.	Range
N=5	All-Coll.	2.080	.500	1.60 - 3.00
N=5	HS	2.744	.602	2.23 - 3.90
N=5	EJC	2.696	.665	2.09 - 3.99
N=5	UW	2.414	.970	1.13 - 3.62
N=5	Engl.C.	43.0	6.6	35 - 52
N=5	Engl.P.	2.080	.349	1.60 - 2.60

EJC			UW		
Hours	No.	P.C.	Hours	No.	P.C.
0-16			0-16	1	20.0
17-48			17-48	2	40.0
49-89	3	60.0	49-89		
90+	2	40.0	90+	2	40.0

Correlation Coefficients

		HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
N=5	HS	---	.92	.33	.73	.97	.90
N=5	EJC	.92	---	.65	.70	.89	.80
N=5	UW	.33	.65	---	.12	.24	.12
N=5	Engl.C.	.73	.70	.12	---	.87	.94
N=5	All-Coll.	.97	.89	.24	.87	---	.98
N=5	Engl.P.	.90	.80	.12	.94	.98	---

Table 42.

Performance of Native EJC Students Enrolled at the University of Washington Fall 1965
Major: Forestry

Achieved Grades	WPCT - All College Prediction									
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
High School										
3.50 - 4.00										
3.00 - 3.49			1						1	10.0
2.50 - 2.99				3					3	30.0
2.00 - 2.49				1	5				6	60.0
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total			1	4	5				10	
Per Cent			10.0	40.0	50.0					100.0
EJC										
3.50 - 4.00										
3.00 - 3.49			1		1				2	20.0
2.50 - 2.99				2	1				3	30.0
2.00 - 2.49				2	3				5	50.0
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total			1	4	5				10	
Per Cent			10.0	40.0	50.0					100.0
UW										
3.50 - 4.00										
3.00 - 3.49			1						1	10.0
2.50 - 2.99				1					1	10.0
2.00 - 2.49				2	2				4	40.0
1.50 - 1.99				1	3				4	40.0
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total			1	4	5				10	
Per Cent			10.0	40.0	50.0					100.0

	U of W GPA									
EJC GPA	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00										
3.00 - 3.49		1			1				2	15.4
2.50 - 2.99			1	1	1				3	23.1
2.00 - 2.49				5	3				8	61.5
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		1	1	6	5				13	
Per Cent		7.7	7.7	46.1	38.5					100.0

Total Group	Mean	S.D.	Range
N=10 All-Coll.	2.000	.257	1.50 - 2.50
N=13 HS	2.382	.427	1.64 - 3.25
N=13 EJC	2.522	.336	2.18 - 3.38
N=13 UW	2.102	.380	1.52 - 3.05
N=10 Engl.C.	45.1	6.0	29 - 52
N=10 Engl. P.	1.950	.294	1.30 - 2.30

EJC Hours	No.	P.C.	UW Hours	No.	P.C.
0-16			0-16	2	15.4
17-48	1	7.7	17-48	3	23.1
49-89	5	38.5	49-89	4	30.8
90+	7	53.8	90+	4	30.7

Correlation Coefficients

	HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
N=13 HS	---	.57	.51	.22	.80	.56
N=13 EJC	.57	---	.67	.19	.58	.27
N=13 UW	.51	.67	---	.56	.77	.71
N=10 Engl. C.	.22	.19	.56	---	.66	.80
N=10 All-Coll.	.80	.58	.77	.66	---	.90
N=10 Engl. P.	.56	.27	.71	.80	.90	---

Table 43.

Performance of Native EJC Students Enrolled at the University of Washington Fall 1965
Major: Nursing

Achieved Grades	WPCT - All-College Prediction									
High School	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00		1	1						2	33.3
3.00 - 3.49			3						3	50.0
2.50 - 2.99					1				1	16.7
2.00 - 2.49										
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		1	4		1				6	
Per Cent		16.7	66.6		16.7					100.0
EJC										
3.50 - 4.00		1							1	16.7
3.00 - 3.49			3						3	50.0
2.50 - 2.99			1						1	16.7
2.00 - 2.49					1				1	16.6
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		1	4		1				6	
Per Cent		16.7	66.6		16.7					100.0
UW										
3.50 - 4.00										
3.00 - 3.49		1	1						2	33.3
2.50 - 2.99			3						3	50.0
2.00 - 2.49										
1.50 - 1.99										
1.00 - 1.49					1				1	16.7
0.50 - 0.99										
0.00 - 0.49										
Total		1	4		1				6	
Per Cent		16.7	66.6		16.7					100.0

	U of W GPA									
EJC GPA	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00		1							1	14.3
3.00 - 3.49		1	2						3	42.8
2.50 - 2.99			2						2	28.6
2.00 - 2.49						1			1	14.3
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		2	4			1			7	
Per Cent		28.6	57.1			14.3				100.0

Total Group		Mean	S.D.	Range
N=6	All-Coll.	2.600	.379	1.90 - 3.10
N=7	HS	3.257	.406	2.54 - 3.86
N=7	EJC	3.033	.494	2.18 - 3.87
N=7	UW	2.700	.718	1.00 - 3.32
N=6	Engl.C.	55.0	8.6	43 - 67
N=6	Engl.P.	2.633	.435	1.90 - 3.20

EJC Hours	No.	P.C.	UW Hours	No.	P.C.
0-16			0-16	2	28.6
17-48	1	14.3	17-48	2	28.5
49-89	4	57.1	49-89	1	14.3
90+	2	28.6	90+	2	28.6

Correlation Coefficients

		HS	EJC	UW	Engl.C.	All-Coll.	Engl. P.
N=7	HS	--	.79	.76	.56	.90	.70
N=7	EJC	.79	---	.77	.84	.96	.93
N=7	UW	.76	.77	---	.78	.91	.88
N=6	Engl.C.	.56	.84	.78	---	.85	.97
N=6	All-Coll.	.90	.96	.91	.85	---	.93
N=6	Engl. P.	.70	.93	.88	.97	.93	---

Table 44.

Performance of Native EJC Students Enrolled at the University of Washington Fall 1965
Major: Pharmacy

Achieved Grades	WPCT - All-College Prediction									
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
High School										
3.50 - 4.00		1							1	9.1
3.00 - 3.49			3	1					4	36.4
2.50 - 2.99			1	2	1				4	36.4
2.00 - 2.49				1					1	9.1
1.50 - 1.99						1			1	9.0
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		1	4	4	1	1			11	
Per Cent		9.1	36.4	36.4	9.1	9.0				100.0
EJC										
3.50 - 4.00		1							1	9.1
3.00 - 3.49			2	1					3	27.3
2.50 - 2.99			2	2	1				5	45.4
2.00 - 2.49				1		1			2	18.2
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		1	4	4	1	1			11	
Per Cent		9.1	36.4	36.4	9.1	9.0				100.0
UW										
3.50 - 4.00										
3.00 - 3.49			1						1	9.1
2.50 - 2.99		1	1	1					3	27.3
2.00 - 2.49				2	1				3	27.3
1.50 - 1.99			2	1					3	27.3
1.00 - 1.49						1			1	9.0
0.50 - 0.99										
0.00 - 0.49										
Total		1	4	4	1	1			11	
Per Cent		9.1	36.4	36.4	9.1	9.0				100.0

	U of W GPA									
EJC	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00			1						1	7.7
3.00 - 3.49			1	1	1				3	23.1
2.50 - 2.99		1	1	2	2				6	46.1
2.00 - 2.49				2		1			3	23.1
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		1	3	5	3	1			13	
Per Cent		7.7	23.1	38.4	23.1	7.7				100.0

Total Group		Mean	S.D.	Range
N=11	All-Coll.	2.273	.506	1.10 - 3.10
N=14	HS	2.818	.603	1.52 - 3.92
N=14	EJC	2.831	.414	2.34 - 3.93
N=13	UW	2.244	.519	1.13 - 3.13
N=12	Engl.C.	48.8	9.6	30 - 65
N=11	Engl.P.	2.291	.530	1.20 - 3.20

EJC Hours	No.	P.C.	UW Hours	No.	P.C.
0-16	1	7.1	0-16	3	23.1
17-48	1	7.2	17-48	1	7.7
49-89	6	42.8	49-89	2	15.4
90+	6	42.9	90+	7	53.8

Correlation Coefficients

		HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
N=14	HS	---	.64	.38	.69	.90	.85
N=14	EJC	.64	---	.37	.54	.71	.68
N=13	UW	.38	.37	---	.47	.53	.54
N=12	Engl.C.	.69	.54	.47	---	.85	.93
N=11	All-Coll.	.90	.71	.53	.85	---	.98
N=11	Engl.P.	.85	.68	.54	.93	.98	---

Table 45.

Performance of EJC Students at the U of W Who Initiated Their Education at the U of W Enrolled at the University of Washington Fall 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				U of W GPA			
	Mean = 1.993 S.D. = .318 R = 1.40 - 2.80 N = 71				Mean = 2.558 S.D. = .464 R = 1.60 - 3.84 N = 92				Mean = 2.808 S.D. = .475 R = 1.41 - 3.93 N = 96				Mean = 1.944 S.D. = .557 R = 0.00 - 3.13 N = 96			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 – 1.24													8	8	8.3	8.3
1.25 - 1.49	4	4	5.6	5.6					1	1	1.0	1.0	9	17	9.4	17.7
1.50 - 1.74	10	14	14.1	19.7	4	4	4.3	4.3					11	28	11.5	29.2
1.75 - 1.99	21	35	29.6	49.3	7	11	7.7	12.0	1	2	1.1	2.1	13	41	13.5	42.7
2.00 - 2.24	19	54	26.8	76.1	14	25	15.2	27.2	11	13	11.4	13.5	28	69	29.2	71.9
2.25 - 2.49	11	65	15.4	91.5	17	42	18.5	45.7	14	27	14.6	28.1	16	85	16.6	88.5
2.50 - 2.74	5	70	7.1	98.6	16	58	17.3	63.0	17	44	17.7	45.8	5	90	5.3	93.8
2.75 - 2.99	1	71	1.4	100.0	19	77	20.7	83.7	14	58	14.6	60.4	4	94	4.1	97.9
3.00 - 3.24					8	85	8.7	92.4	17	75	17.7	78.1	2	96	2.1	100.0
3.25 - 3.49					5	90	5.4	97.8	13	88	13.6	91.7				
3.50 - 3.74					1	91	1.1	98.9	7	95	7.3	99.0				
3.75 - 4.00					1	92	1.1	100.0	1	96	1.0	100.0				

Correlation Coefficients

	HS GPA	EJC GPA	U of W GPA	English Composite	All-College Pred.	English Pred.
N=92 HSGPA	---	.35	.03	.25	.61	.47
N=96 EJCGPA	.35	---	.14	.18	.26	.21
N=96 UWGPA	.03	.14	---	.03	.16	.11
N=71 English Composite	.25	.18	.03	---	.63	.87
N-71 All-College Prediction	.61	.26	.16	.63	---	.88
N=71 English Prediction	.47	.21	.11	.87	.88	---

N		Mean	S.D.
71	English Composite	45.5	7.9
71	English Prediction	2.017	.326

Table 46.

Performance of EJC Male Students at the U of W Who Initiated Their Education at the U of W Enrolled at the University of Washington Fall 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				U of W GPA			
	Mean = 1.993 S.D. = .324 R = 1.40 - 2.80 N = 67				Mean = 2.537 S.D. = .460 R = 1.60 - 3.84 N = 86				Mean = 2.796 S.D. = .457 R = 1.41 - 3.74 N = 89				Mean = 1.913 S.D. = .550 R = 0.00 - 2.95 N = 89			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24													8	8	9.0	9.0
1.25 - 1.49	4	4	6.0	6.0					1	1	1.1	1.1	9	17	10.1	19.1
1.50 - 1.74	10	14	14.9	20.9	4	4	4.7	4.7					11	28	12.4	31.5
1.75 - 1.99	19	33	28.4	49.3	7	11	8.1	12.8	1	2	1.1	2.2	12	40	13.4	44.9
2.00 - 2.24	18	51	26.8	76.1	13	24	15.1	27.9	9	11	10.2	12.4	25	65	28.1	73.0
2.25 - 2.49	10	61	14.9	91.0	16	40	18.6	46.5	14	25	15.7	28.1	15	80	16.9	89.9
2.50 - 2.74	5	66	7.5	98.5	16	56	18.6	65.1	17	42	19.1	47.2	5	85	5.6	95.5
2.75 - 2.99	1	67	1.5	100.0	17	73	19.8	84.9	13	55	14.6	61.8	4	89	4.5	100.0
3.00 - 3.24					8	81	9.3	94.2	16	71	18.0	79.8				
3.25 - 3.49					3	84	3.5	97.7	11	82	12.3	92.1				
3.50 - 3.74					1	85	1.1	98.8	7	89	7.9	100.0				
3.75 - 4.00					1	86	1.2	100.0								

Correlation Coefficients

	HS GPA	EJC GPA	U of W GPA	English Composite	All-College Pred.	English Pred.
N=86 HSGPA	---	.29	.05	.21	.64	.48
N=89 EJCGPA	.29	---	.05	.14	.27	.21
N=89 UWGPA	.05	.05	---	.05	.16	.11
N=67 English Composite	.21	.14	.05	---	.66	.88
N=67 All-College Pred.	.64	.27	.16	.66	--	.88
N=67 English Prediction	.48	.21	.11	.88	.88	---

N		Mean	S.D.
67	English Composite	45.1	7.9
67	English Prediction	1.993	.324

Table 47.

Performance of EJC Female Students at the U of W Who Initiated Their Education at the U of W Enrolled at the University of Washington Fall 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				U of W GPA			
	Mean = 2.000 S.D. = .187 R = 1.80 - 2.30 N = 4				Mean = 2.860 S.D. = .409 R = 2.21 - 3.35 N = 6				Mean = 2.964 S.D. = .643 R = 2.00 - 3.93 N = 7				Mean = 2.330 S.D. = .491 R = 1.80 - 3.13 N = 7			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24																
1.25 - 1.49																
1.50 - 1.74																
1.75 - 1.99	2	2	50.0	50.0									1	1	14.3	14.3
2.00 - 2.24	1	3	25.0	75.0	1	1	16.7	16.7	2	2	28.6	28.6	3	4	42.8	57.1
2.25 - 2.49	1	4	25.0	100.0	1	2	16.6	33.3					1	5	14.3	71.4
2.50 - 2.74																
2.75 - 2.99					2	4	33.4	66.7	1	3	14.3	42.9				
3.00 - 3.24									1	4	14.2	57.1	2	7	28.6	100.0
3.25 - 3.49					2	6	33.3	100.0	2	6	28.6	85.7				
3.50 - 3.74																
3.75 - 4.00									1	7	14.3	100.0				

Correlation Coefficients

	HS GPA	EJC GPA	U of W GPA	English Composite	All-College Pred.	English Pred.
N=6 HSGPA	---	.92	.67	.94	.06	.14
N=7 EJCGPA	.92	---	.79	.83	.03	.16
N=7 UWGPA	.67	.79	---	.74	.34	.15
N=4 English Composite	.94	.83	.74	---	.16	.35
N=4 All-College Prediction	.06	.03	.34	.16	---	.98
N=4 English Prediction	.14	.16	.15	.35	.98	---

N		Mean	S.D.
4	English Composite	51.0	6.0
4	English Prediction	2.125	.164

Table 48.

Comparison of HSGPA of EJC Students Who Initiated Their Education at the U of W Enrolled at the University of Washington Fall 1965

Distribution	Snohomish County				S. Snohomish and King Counties				In-State				Out-of-State			
	Mean = 2.725 S.D. = .442 R = 1.62 - 3.35 N = 15				Mean = 2.497 S.D. = .437 R = 1.60 - 3.56 N = 58				Mean = 2.727 S.D. = .500 R = 1.81 - 3.84 N = 13				Mean = 2.367 S.D. = .474 R = 1.79 - 3.05 N = 6			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
1.00 - 1.24																
1.25 - 1.49																
1.50 - 1.74	1	1	6.7	6.7	3	3	5.2	5.2								
1.75 - 1.99					4	7	6.9	12.1	1	1	7.7	7.7	2	2	33.3	33.3
2.00 - 2.24	2	3	13.3	20.0	10	17	17.2	29.3	1	2	7.7	15.4	1	3	16.7	50.0
2.25 - 2.49					13	30	22.4	51.7	3	5	23.1	38.5	1	4	16.7	66.7
2.50 - 2.74	3	6	20.0	40.0	12	42	20.7	72.4	1	6	7.7	46.2				
2.75 - 2.99	5	11	33.3	73.3	9	51	15.5	87.9	4	10	30.7	76.9	1	5	16.6	83.3
3.00 - 3.24	3	14	20.0	93.3	3	54	5.2	93.1	1	11	7.7	84.6	1	6	16.7	100.0
3.25 - 3.49	1	15	6.7	100.0	3	57	5.2	98.3	1	12	7.7	92.3				
3.50 - 3.74					1	58	1.7	100.0								
3.75 - 4.00									1	13	7.7	100.0				

	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
WPCT-All-Coll.	10	2.120	.268	51	1.959	.322	8	2.038	.287	2	2.050	.350
High School	15	2.725	.442	58	2.497	.437	13	2.727	.500	6	2.367	.474
EJC	15	2.959	.430	60	2.736	.493	13	2.943	.479	8	2.850	.234
UW	15	2.121	.748	60	1.940	.443	13	1.837	.538	8	1.818	.798

Everett	11	Seattle City Schools	35	In-State	13	Out-of-State	8*
Snoh. & Monroe	2	Edmonds, S.Snoh. & N. King	15				
Marysville	1	Other King County	10				
Arlington	1		60*				
	15						

*High School attended available but no HSGPA recorded.

0-16 hrs. EJC	1 6.7 P.C.	8 13.3 P.C.	2 15.4 P.C.	0
17-48 hrs. EJC	4 26.6 P.C.	26 43.4 P.C.	6 46.1 P.C.	3 37.5 P.C.
49-89 hrs. EJC	9 60.0 P.C.	24 40.0 P.C.	3 23.1 P.C.	5 62.5 P.C.
90+	1 6.7 P.C.	2 3.3 P.C.	2 15.4 P.C.	0
Below 2.00 UW	5 33.3 P.C.	25 41.7 P.C.	8 61.5 P.C.	3 37.5 P.C.

Table 49.

Performance of EJC Students at the University of Washington Who Initiated Their Education at the U of W
Enrolled at the University of Washington Fall Quarter 1965
Distribution by EJCGPA

WPCT - All-College Prediction
N = 9

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.			1	2	5	1	(4)
P.C			11.1	22.2	55.6	11.1	--
	Mean	1.956	S.D.	.374	Range	1.4 - 2.8	
N = 11							
No.				3	8		(3)
P.C				27.3	72.7		--
	Mean	1.873	S.D.	.200	Range	1.6 - 2.4	
N = 22							
No.			1	10	9	2	(9)
P.C			4.5	45.5	40.9	9.1	--
	Mean	1.932	S.D.	.320	Range	1.4 - 2.6	
N = 23							
No.			3	12	7	1	(7)
P.C			13.0	52.2	30.5	4.3	--
	Mean	2.074	S.D.	.300	Range	1.4 - 2.5	
N = 6							
No.			1	3	2		(2)
P.C			16.7	50.0	33.3		--
	Mean	2.183	S.D.	.297	Range	1.8 - 2.6	
Total No.			6	30	31	4	
Total P.C.			8.4	12.3	43.7	5.6	

Total No. = 71

H.S. G.P.A.
N = 12

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.			4	8			(1)
P.C			33.3	66.7			--
	Mean	2.331	S.D.	.258	Range	2.00 - 2.81	
N = 14							
No.			6	5	3		--
P.C			42.9	35.7	21.4		--
	Mean	2.470	S.D.	.338	Range	1.88 - 2.97	
N = 28							
No.		4	11	8	5		(3)
P.C		14.3	39.3	28.5	17.9		--
	Mean	2.468	S.D.	.484	Range	1.62 - 3.33	
N = 30							
No.	1	5	14	8	2		--
P.C	3.3	16.7	46.7	26.6	6.7		--
	Mean	2.702	S.D.	.443	Range	1.7 - 3.84	
N = 8							
No.	1	4		2	1		--
P.C	12.5	50.0		25.0	12.5		--
	Mean	2.829	S.D.	.591	Range	1.6 - 3.56	
Total No.	2	13	35	31	11		
Total P.C.	2.0	14.0	38.0	34.0	12.0		

Total No. = 92

EJC G.P.A.
N = 13
P.C.= 13.5
Distribution 0.00 - 2.24

Mean = 2.065	S.D. = .210
Range = 1.41 - 2.22	
Mean Hrs. Earned = 53.3	S.D. = 29.4
Grade Diff. EJC- U of W = -.21	

Distribution 2.25 - 2.49
N = 14
P.C.= 14.6

Mean = 2.375	S.D. = .067
Range = 2.26 - 2.49	
Mean Hrs. Earned = 65.2	S.D. = 17.9
Grade Diff. EJC-U of W = -.45	

Distribution 2.50 - 2.99
N = 31
P.C.= 32.3

Mean = 2.739	S.D. = .133
Range = 2.50 - 2.97	
Mean Hrs. Earned = 52.8	S.D. = 30.6
Grade Diff. EJC-U of W = -.91	

Distribution 3.00 - 3.49
N = 30
P.C.= 31.3

Mean = 2.702	S.D. = .443
Range = 3.00 - 3.46	
Mean Hrs. Earned = 46.0	S.D. = 25.7
Grade Diff. EJC - U of W = -.66	

Distribution 3.50 - 4.00
N = 8
P.C= 8.3

Mean = 3.650	S.D. = .136
Range = 3.50 - 3.93	
Mean Hrs. Earned = 40.9	S.D. = 19.1
Grade Diff. EJC - U of W = -1.5	

Total No. = 96

U of W G.P.A.
N = 13

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
			1	6	2	4	--
			7.7	46.1	15.4	30.8	--
	Mean	1.859	S.D.	.403	Range	1.22 - 2.52	
	Mean Hrs. Earned =	59.6		S.D. =	41.3		
N = 14							
			1	7	3	3	--
			7.1	50.0	21.5	21.4	
	Mean	1.929	S.D.	.475	Range	1.11 - 2.92	
	Mean Hrs. Earned =	192.9		S.D. =	47.5		
N = 31							
			2	15	8	6	--
			6.5	48.3	25.8	19.4	--
	Mean	1.833	S.D.	.642	Range	0.00 - 2.95	
	Mean Hrs. Earned =	71.2		S.D. =	51.2		
N = 30							
		1	4	13	9	3	--
		3.3	13.4	43.3	30.0	10.0	--
	Mean	2.046	S.D.	.537	Range	.41 - 3.13	
	Mean Hrs. Earned =	73.8		S.D. =	43.5		
N = 8							
		1	1	3	2	1	--
		12.5	12.5	37.5	25.0	12.5	--
	Mean	2.153	S.D.	.493	Range	1.33 - 3.00	
	Mean Hrs. Earned =	64.9		S.D. =	45.6		
Total No.		2	9	44	24	17	
Total P.C.		2.0	9.0	46.0	25.0	18.0	

Total No. = 96

Table 50.

Performance of EJC Students at the University of Washington Who Initiated Their Education at the U of W
Enrolled at the University of Washington Fall Quarter 1965
Distribution by UWGPA

WPCT - All-College Prediction N = 14

H.S. G.P.A. N = 16

EJC G.P.A. N = 17

U of W G.P.A.
N = 17
P.C. = 17.7

Distribution 0.00 - 1.49

	WPCT							H.S. G.P.A.							EJC G.P.A.						
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.				4	9	1	(3)		2	6	6	2		(1)	1	3	6	6	1		--
P.C.				28.6	64.3	7.1	--		12.5	37.5	37.5	12.5		--	5.9	17.6	35.3	35.3	5.9		--

WPCT: Mean 1.850 | S.D. .180 | Range 1.40 - 2.10

H.S. G.P.A.: Mean 2.526 | S.D. .424 | Range 1.68 - 3.33

EJC G.P.A.: Mean 2.676 | S.D. .470 | Range 1.93-3.72 | Mean Hrs. Earned 57.9 | S.D. 29.2

U of W G.P.A.: Mean 1.054 | S.D. .430 | Range 0.00 - 1.47 | Mean Hrs. Earned 24.2 | S.D. 20.6 | Grade Diff. EJC-U of W - 1.6

Distribution 1.50 - 1.99
N = 24
P.C. = 25.0

WPCT N = 18 — H.S. G.P.A. N = 24 — EJC G.P.A. N = 24

	WPCT							H.S. G.P.A.							EJC G.P.A.						
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.			2	10	6		(6)	1	2	12	7	2		--	2	9	8	5			--
P.C.			11.1	55.6	33.3		--	4.2	8.3	50.0	29.2	8.3		--	8.3	37.5	33.4	20.8			--

WPCT: Mean 2.139 | S.D. .269 | Range 1.8 - 2.8

H.S. G.P.A.: Mean 2.612 | S.D. .431 | Range 1.62 - 3.84

EJC G.P.A.: Mean 2.888 | S.D. .440 | Range 2.00-3.74 | Mean Hrs. Earned 51.7 | S.D. 29.5

U of W G.P.A.: Mean 1.744 | S.D. .128 | Range 1.54 - 1.98 | Mean Hrs. Earned 49.8 | S.D. 24.0 | Grade Diff. EJC-U of W - 1.1

Distribution 2.00 - 2.49
N = 44
P.C. = 45.8

WPCT N = 32 — H.S. G.P.A. N = 41 — EJC G.P.A. N = 44

	WPCT							H.S. G.P.A.							EJC G.P.A.						
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.			1	15	13	3	(12)		6	14	15	6		(3)	3	13	15	12		1	--
P.C.			3.1	46.9	40.6	9.4	--		14.6	34.2	36.6	14.6		--	6.8	29.6	34.1	27.2		2.3	--

WPCT: Mean 1.931 | S.D. .325 | Range 1.4 - 2.6

H.S. G.P.A.: Mean 2.491 | S.D. .459 | Range 1.6 - 3.35

EJC G.P.A.: Mean 2.758 | S.D. .461 | Range 1.41-3.60 | Mean Hrs. Earned 46.8 | S.D. 26.5

U of W G.P.A.: Mean 2.187 | S.D. .152 | Range 2.00 - 2.47 | Mean Hrs Earned 93.5 | S.D. 44.2 | Grade Diff. EJC-U of W - .57

Distribution 2.50 - 2.99
N = 9
P.C. = 9.4

WPCT N = 7 — H.S. G.P.A. N = 9 — EJC G.P.A. N = 9

	WPCT							H.S. G.P.A.							EJC G.P.A.						
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.			3	1	3		(2)	1	2	2	3	1		--	1	4	2	2			--
P.C.			42.9	14.2	42.9		--	11.1	22.2	22.3	33.3	11.1		--	11.1	44.5	22.2	22.2			--

WPCT: Mean 2.186 | S.D. .372 | Range 1.7 - 2.6

H.S. G.P.A.: Mean 2.652 | S.D. .558 | Range 1.79 - 3.56

EJC G.P.A.: Mean 2.909 | S.D. .440 | Range 2.2-3.66 | Mean Hrs. Earned 62.3 | S.D. 15.7

U of W G.P.A.: Mean 2.721 | S.D. .159 | Range 2.52 - 2.95 | Mean Hrs. Earned 101.9 | S.D. 38.8 | Grade Diff. EJC-U of W - .19

Distribution 3.00 - 4.00
N = 2
P.C. = 2.1

WPCT N = 0 — H.S. G.P.A. N = 2 — EJC G.P.A. N = 2

	WPCT							H.S. G.P.A.							EJC G.P.A.						
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.							(2)		1	1				--	1	1					--
P.C.							--		50.0	50.0				--	50.0	50.0					--

WPCT: Mean | S.D. | Range

H.S. G.P.A.: Mean 3.120 | S.D. .150 | Range 2.97 - 3.27

EJC G.P.A.: Mean 3.640 | S.D. .290 | Range 3.35-3.93 | Mean Hrs. Earned 52.5 | S.D. 21.5

U of W G.P.A.: Mean 3.065 | S.D. .065 | Range 3.00 - 3.13 | Mean Hrs. Earned 73.0 | S.D. 60.0 | Grade Diff. EJC-U of W - .58

	WPCT							H.S. G.P.A.							EJC G.P.A.						
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
Total No.			6	30	31	4		2	13	35	31	11			8	30	31	25	1	1	
Total P.C.			8.5	42.2	43.7	5.6		2.2	14.1	38.0	33.7	12.0			8.3	31.3	32.3	26.0	1.1	1.0	

Total No. = 71 (WPCT) — Total No. = 92 (H.S. G.P.A.) — Total No. = 96 (EJC G.P.A.) — Total No. = 96 (U of W G.P.A.)

Table 51.
Performance of EJC Students at the U of W Who Initiated Their Education at the U of W
Enrolled at the University of Washington Fall Quarter 1965
Distribution by EJC GPA and Hours Earned

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 0 - 16

								Hours Earned U of W			
	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	1	2.10	--		1						
H.S.	1	2.81	--			1					
EJC	2	2.11	.11								
U of W	2	1.66	.34	1	1			1	1		
Grade Diff. EJC-UW		-.45									

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 17 - 48

WPCT	3	2.20	.49	1	1	1					
H.S.	4	2.30	.23		3	1					
EJC	4	1.88	.28								
U of W	4	1.83	.31	2	2					2	2
Grade Diff. EJC-UW		-.05									

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 49 - 89

WPCT	4	1.88	.04	4							
H.S.	6	2.32	.20		4	2					
EJC	6	2.16	.06								
U of W	6	1.91	.47	3	2	1			4	1	1
Grade Diff. EJC-UW		- .25									

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 90 +

WPCT	1	1.40	--	1							
H.S.	1	2.00	--		1						
EJC	1	2.13	--								
U of W	1	2.09	--		1				1		
Grade Diff. EJC-UW		-.04									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 0 - 16

								Hours Earned U of W			
	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
U of W											
Grade Diff. EJC-UW											

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 17 - 48

WPCT	4	1.78	.11	4							
H.S.	5	2.60	.24		3	2					
EJC	5	2.36	.06								
U of W	5	1.92	.47	2	3				1	2	2
Grade Diff. EJC-UW		- .44									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 49 - 89

WPCT	7	1.93	.22	4	3						
H.S.	9	2.40	.36	3	2	4					
EJC	9	2.38	.07								
U of W	9	1.94	.48	4	4	1		1	2	2	4
Grade Diff. EJC-UW		- .44									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 90 +

WPCT											
H.S.											
EJC											
U of W											
Grade Diff. EJC-UW											

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 0 - 16

								Hours Earned U of W			
	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	2	2.40	.20		1	1					
H.S.	2	2.96	.32			1	1				
EJC	2	2.64	.04								
U of W	2	2.17	.04		2						2
Grade Diff. EJC-UW		- .47									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 17 - 48

WPCT	11	1.86	.31	6	5						
H.S.	13	2.53	.50	2	4	5	2				
EJC	15	2.75	.12								
U of W	15	1.94	.42	6	9			2	1	4	8
Grade Diff. EJC-UW		- .81									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 49 - 89

WPCT	6	1.90	.27	3	3						
H.S.	10	2.24	.45	3	4	2	1				
EJC	11	2.78	.14								
U of W	11	1.69	.91	5	4	2		3	5		3
Grade Diff. EJC-UW		- 1.1									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 90 +

WPCT	3	1.97	.24	2	1						
H.S.	3	2.64	.11			3					
EJC	3	2.57	.05								
U of W	3	1.60	.19	3					3		
Grade Diff. EJC-UW		- .97									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 0-16

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 0-16

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	4	2.15	.11		4							1	2.40	--		1						
H.S.	6	2.46	.37	1	2	3						1	3.29	--				1				
EJC	6	3.11	.13									1	3.60	--								
U of W	6	1.82	.67	2	4				3		3	1	2.17	--		1						1
Grade Diff. EJC-UW		-1.3											-1.4									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 17-48

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 17-48

WPCT	8	1.99	.23	4	3	1						3	2.07	.25	1	2						
H.S.	11	2.72	.35		3	6	2					4	2.38	.50	1	2		1				
EJC	11	3.23	.15									4	3.57	.10								
U of W	11	2.03	.56	6	2	2	1		5	2	4	4	2.04	.28	2	2				2	1	1
Grade Diff. EJC-UW		-1.2											-1.5									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 49-89

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 49-89

WPCT	10	2.07	.37	4	5	1						2	2.25	.35	1		1					
H.S.	12	2.77	.51	1	3	5	3					3	3.28	.23				3				
EJC	12	3.16	.12									3	3.77	.12								
U of W	12	2.21	.37	3	7	2			5	2	5	3	2.30	.71	1		1	1	2			1
Grade Diff. EJC-UW		-.95											-1.5									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 90 +

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 90 +

WPCT	1	2.50	--			1																
H.S.	1	3.18	--				1															
EJC	1	3.25	--																			
U of W	1	1.61	--	1					1													
Grade Diff. EJC-UW		-1.6																				

Summary

	WPCT	H.S.	EJC	U of W
0.00 - 1.99	35	11	2	41
2.00 - 2.49	30	31	25	44
2.50 - 2.99	6	35	31	9
3.00 - 4.00	0	15	38	2
Total No. =	71	92	96	96

	Hrs. U of W	Hrs. EJC
0 - 16	9	11
17 - 48	34	39
49 - 89	16	41
90 +	37	5

Table 52.

Performance of EJC Students Enrolled Fall 1965 at the U of W Who Initiated Their Education at the U of W Distribution by UWGPA and Hours

UWGPA	0.00 - 1.99			2.00 - 2.49			2.50 - 2.99			3.00 - 3.49			3.50 - 4.00		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
16 hrs. or less															
WPCT	4	1.775	.228												
HS	6	2.647	.531							1	3.270				
EJC	7	2.846	.390	1	2.000					1	3.930				
UW	7	.839	.507	1	2.000					1	3.000				
Grade Diff. EJC-UW		-2.007			- 0 -						-.930				
17-48 hours															
WPCT	20	2.030	.226	7	1.714	.409	1	1.700							
HS	24	2.577	.452	9	2.254	.427	1	2.130							
EJC	24	2.878	.483	9	2.722	.339	1	3.020							
UW	24	1.512	.324	9	2.037	.033	1	2.610							
Grade Diff. EJC-UW		-1.366			-.685			-.410							
49-89 hours															
WPCT	7	2.086	.360	5	1.880	.194	1	2.500							
HS	8	2.489	.281	6	2.490	.197	2	2.710	.410						
EJC	8	2.500	.396	6	2.780	.486	2	3.100	.020						
UW	8	1.720	.165	6	2.277	.108	2	2.690	.130						
Grade Diff. EJC-UW		-.780			-.503			-.410							
90+ hours															
WPCT	1	2.100		20	2.020	.277	5	2.220	.354						
HS	2	2.735	.135	26	2.573	.484	6	2.720	.600	1	2.970				
EJC	2	2.905	.095	28	2.792	.473	6	2.827	.519	1	3.350				
UW	2	1.925	.055	28	2.222	.148	6	2.750	.170	1	3.130				
Grade Diff. EJC-UW		-.980			-.570			-.077			-.220				

Table 53.

Performance of EJC Students at the U of W Who Initiated Their Education at the U of W
Enrolled at the University of Washington Fall Quarter 1965
Distribution by Hours Earned at the U of W

	UW Hours 0-16			UW Hours 17-48			UW Hours 49-89			UW Hours 90+		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
High School	7	2.736	.538	34	2.478	.465	16	2.517	.283	35	2.619	.495
Everett Junior College	9	2.872	.573	34	2.841	.448	16	2.680	.457	37	2.819	.471
University of Washington	9	1.208	.856	34	1.683	.392	16	2.050	.381	37	2.316	.291
English Composite	3	39.0	6.2	29	45.6	7.7	13	44.7	9.4	26	46.5	7.1
All-College Prediction	4	1.775	.228	28	1.939	.314	13	2.038	.334	26	2.062	.299
English Prediction	4	1.725	.228	28	2.000	.325	13	2.038	.377	26	2.069	.285
Grade Differential EJC-UW		-1.664			-1.158			-.630			-.503	

Correlation Coefficients

UW Hours 0-16

	HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
High School	---	.56	.10	.03	.74	.24
Everett Junior College	.56	---	.34	.43	.11	.43
University of Washington	.10	.34	---	1.00	.97	.46
English Composite	.03	.43	1.00	---	.43	.92
All-College Prediction	.74	.11	.97	.43	---	.78
English Prediction	.24	.43	.46	.92	.78	---

UW Hours 17-48

	HS	EJC	UW	Engl.C.	All-Coll.	Engl. P.
High School	---	.27	.19	.26	.79	.56
Everett Junior College	.27	---	.06	.11	.34	.18
University of Washington	.19	.06	---	.26	.23	.19
English Composite	.26	.11	.26	---	.63	.89
All-College Prediction	.79	.34	.23	.63	---	.87
English Prediction	.56	.18	.19	.89	.87	---

UW Hours 49-89

	HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
High School	---	.38	.20	.08	.31	.18
Everett Junior College	.38	---	.47	.04	.02	.07
University of Washington	.20	.47	---	.15	.15	.16
English Composite	.08	.04	.15	---	.87	.98
All-College Prediction	.31	.02	.15	.87	---	.88
English Prediction	.18	.07	.16	.98	.88	---

UW Hours 90+

	HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
High School	---	.36	.10	.39	.77	.70
Everett Junior College	.36	---	.21	.31	.40	.38
University of Washington	.10	.21	---	.02	.15	.00
English Composite	.39	.31	.02	---	.48	.74
All-College Prediction	.77	.40	.15	.48	---	.91
English Prediction	.70	.38	.00	.74	.91	---

Table 54.

Performance of EJC Students at the U of W Who Initiated Their Education At Another College Enrolled at the University of Washington Fall 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				U of W GPA			
	Mean = 2.085 S.D.= .474 R = .9 - 3.10 N = 47				Mean = 2.491 S.D. = .573 R = 1.32 - 3.83 N = 72				Mean = 2.903 S.D. = .510 R = 1.00 - 4.00 N = 82				Mean = 2.292 S.D. = .552 R = 0.00 - 3.40 N = 79			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	2	2	4.3	4.3					1	1	1.2	1.2	3	3	3.8	3.8
1.25 - 1.49	2	4	4.2	8.5	3	3	4.2	4.2					3	6	3.8	7.6
1.50 - 1.74	7	11	14.9	23.4	1	4	1.4	5.6					4	10	5.1	12.7
1.75 - 1.99	9	20	19.2	42.6	9	13	12.5	18.1					8	18	10.1	22.8
2.00 - 2.24	11	31	23.4	66.0	15	28	20.8	38.9	2	3	2.5	3.7	16	34	20.2	43.0
2.25 - 2.49	5	36	10.6	76.6	7	35	9.7	48.6	16	19	19.5	23.2	17	51	21.6	64.6
2.50 - 2.74	8	44	17.0	93.6	18	53	25.0	73.6	15	34	18.3	41.5	15	66	18.9	83.5
2.75 - 2.99					3	56	4.2	77.8	13	47	15.8	57.3	4	70	5.1	88.6
3.00 - 3.24	3	47	6.4	100.0	8	64	11.1	88.9	9	56	11.0	68.3	6	76	7.6	96.2
3.25 - 3.49					3	67	4.2	93.1	16	72	19.5	87.8	3	79	3.8	100.0
3.50 - 3.74					3	70	4.1	97.2	6	78	7.3	95.1				
3.75 - 4.00					2	72	2.8	100.0	4	82	4.9	100.0				

Correlation Coefficients

	HS GPA	EJC GPA	U of W GPA	English Composite	All-College Pred.	English Pred.
N= 72 HSGPA	---	.44	.25	.51	.81	.70
N= 82 EJCGPA	.44	---	.19	.42	.57	.55
N= 79 UWGPA	.25	.19	---	.25	.33	.26
N= 47 English Composite	.51	.42	.25	---	.80	.92
N= 47 All-College Pred.	.81	.57	.33	.80	---	.96
N= 47 English Prediction	.70	.55	.26	.92	.96	---

N		Mean	S.D.
47	English Composite	49.1	9.0
47	English Prediction	2.170	.474

Table 55.

Performance of EJC Male Students at the U of W Who Initiated Their Education at Another College Enrolled at the University of Washington Fall Quarter 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				U of W GPA			
	Mean = 2.041 S.D. = .469 R = .90 - 3.10 N = 41				Mean = 2.417 S.D. = .552 R = 1.38 - 3.83 N = 62				Mean = 2.870 S.D. = .513 R = 1.00 - 4.00 N = 70				Mean = 2.271 S.D. = .576 R = 0.00 - 3.40 N = 68			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	2	2	4.9	4.9					1	1	1.4	1.4	3	3	4.4	4.4
1.25 - 1.49	2	4	4.9	9.8	3	3	4.8	4.8					3	6	4.4	8.8
1.50 - 1.74	7	11	17.0	26.8	1	4	1.7	6.5					4	10	5.9	14.7
1.75 - 1.99	7	18	17.1	43.9	9	13	14.5	21.0					6	16	8.8	23.5
2.00 - 2.24	11	29	26.8	70.7	14	27	22.5	43.5	2	3	2.9	4.3	15	31	22.1	45.6
2.25 - 2.49	4	33	9.8	80.5	7	34	11.3	54.8	15	18	21.4	25.7	14	45	20.6	66.2
2.50 - 2.74	6	39	14.6	95.1	14	48	22.6	77.4	13	31	18.6	44.3	12	57	17.6	83.8
2.75 - 2.99					3	51	4.9	82.3	11	42	15.7	60.0	2	59	3.0	86.8
3.00 - 3.24	2	41	4.9	100.0	6	57	9.6	91.9	7	49	10.0	70.0	6	65	8.8	95.6
3.25 - 3.49					2	59	3.3	95.2	13	62	18.6	88.6	3	68	4.4	100.0
3.50 - 3.74					2	61	3.2	98.4	5	67	7.1	95.7				
3.75 - 4.00					1	62	1.6	100.0	3	70	4.3	100.0				

Correlation Coefficients

		HS GPA	EJC GPA	U of W GPA	English Composite	All-College Pred.	English Pred.
N=62	HSGPA	---	.40	.24	.51	.79	.70
N=70	EJCGPA	.40	---	.19	.42	.52	.51
N=68	UWGPA	.24	.19	---	.22	.31	.23
N=41	English Composite	.51	.42	.22	---	.81	.92
N=41	All-College Prediction	.79	.52	.31	.81	---	.96
N=41	English Prediction	.70	.51	.23	.92	.96	---

N		Mean	S.D.
41	English Composite	48.7	9.4
41	English Prediction	2.132	.488

Table 56.

Perfomance of EJC Female Students at the U of W Who Initiated Their Education at Another College Enrolled at the University of Washington Fall 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				U of W GPA			
	Mean = 2.383 S.D. = .402 R = 1.90 - 3.00 N =6				Mean = 2.947 S.D. = .480 R = 2.11 - 3.82 N = 10				Mean = 3.095 S.D. = .446 R = 2.37 - 3.91 N = 12				Mean = 2.418 S.D. = .347 R = 1.93 - 2.97 N = 11			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24																
1.25 - 1.49																
1.50 - 1.74																
1.75 - 1.99	2	2	33.3	33.3									2	2	18.2	18.2
2.00 - 2.24	1	3	16.7	50.0	1	1	10.0	10.0					1	3	9.1	27.3
2.25 - 2.49									1	1	8.3	8.3	3	6	27.2	54.5
2.50 - 2.74	2	5	33.3	83.3	4	5	40.0	50.0	2	3	16.7	25.0	3	9	27.3	81.8
2.75 - 2.99									2	5	16.7	41.7	2	11	18.2	100.0
3.00 - 3.24	1	6	16.7	100.0	2	7	20.0	70.0	2	7	16.6	58.3				
3.25 - 3.49					1	8	10.0	80.0	3	10	25.0	83.3				
3.50 - 3.74					1	9	10.0	90.0	1	11	8.4	91.7				
3.75 - 4.00					1	10	10.0	100.0	1	12	8.3	100.0				

Correlation Coefficients

		HS GPA	EJC GPA	U of W GPA	English Composite	All-College Pred.	English Pred.
N=10	HSGPA	---	.63	.56	.43	.90	.82
N=12	EJCGPA	.63	---	.15	.31	.75	.72
N=11	UWGPA	.56	.15	---	.91	.57	.73
N=6	English Composite	.43	.31	.91	---	.77	.85
N=6	All-College Prediction	.90	.75	.57	.77	---	.97
N=6	English Prediction	.82	.72	.73	.85	.97	---

N		Mean	S.D.
6	English Composite	52.0	4.6
6	English Prediction	2.433	.309

Table 57.

Comparison of HSGPA of EJC Students Who Initiated Their Education at Another College Enrolled at the University of Washington Fall 1965

Distribution	Snohomish County				S. Snohomish and King Counties				In-State				Out-of-State			
	Mean = 2.864 S.D. =.452 R = 1.87 - 3.50 N = 16				Mean = 2.359 S.D. = .538 R = 1.32 - 3.83 N = 32				Mean = 2.470 S.D. = .631 R = 1.57 - 3.66 N= 12				Mean = 2.365 S.D. = .530 R = 1.42 - 3.27 N = 12			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24																
1.25 - 1.49					2	2	6.3	6.3					1	1	8.3	8.3
1.50 - 1.74									1	1	8.3	8.3				
1.75 - 1.99	1	1	6.3	6.3	4	6	12.5	18.8	2	3	16.7	25.0	2	3	16.7	25.0
2.00 - 2.24	1	2	6.2	12.5	9	15	28.1	46.9	3	6	25.0	50.0	2	5	16.7	41.7
2.25 - 2.49	1	3	6.3	18.8	3	18	9.4	56.3	1	7	8.3	58.3	2	7	16.6	58.3
2.50 - 2.74	4	7	25.0	43.8	10	28	31.2	87.5	2	9	16.7	75.0	2	9	16.7	75.0
2.75 - 2.99	1	8	6.2	50.0	1	29	3.1	90.6					1	10	8.3	83.3
3.00 - 3.24	5	13	31.3	81.3	1	30	3.2	93.8	1	10	8.3	83.3	1	11	8.4	91.7
3.25 - 3.49	2	15	12.5	93.8									1	12	8.3	100.0
3.50 - 3.74	1	16	6.2	100.0					2	12	16.7	100.0				
3.75 - 4.00					2	32	6.2	100.0								
	N	Mean	S.D.		N	Mean	S.D.		N	Mean	S.D.		N	Mean	S.D.	
WPCT-All-Coll.	13	2.415	.328		24	1.863	.426		6	2.183	.508		4	2.200	.374	
High School	16	2.864	.452		32	2.359	.538		12	2.470	.631		12	2.365	.530	
EJC	17	3.019	.494		33	2.807	.566		12	3.037	.457		20	2.882	.410	
UW	17	2.542	.520		31	2.109	.628		12	2.225	.353		19	2.407	.421	
	Everett			10	Seattle City Schools			12	In-State			12	Out-of-State			20*
	Lake Stevens			2	S. Snoh. & King			21								
	Marysville			2				33*								
	Snoh. & Monroe			3												
				17*												
0-16 hrs. at EJC	0				8	24.2 P.C.			2	16.7 P.C.			2	10.0 P.C.		
17-48 hrs. at EJC	9	52.9 P.C.			10	30.3 P.C.			4	33.3 P.C.			13	65.0 P.C.		
49-89 hrs. at EJC	7	41.2 P.C.			14	42.5 P.C.			3	25.0 P.C.			5	25.0 P.C.		
90+	1	5.9 P.C.			1	3.0 P.C.			3	25.0 P.C.						
Below 2.00 UW	2	11.8 P.C.			10	32.3 P.C.			3	25.0 P.C.			3	15.8		

*Total includes those for whom the name of the high school attended was available but no HSGPA recorded.

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Table 58.

Performance of EJC Students at the University of Washington Who Initiated Their Education at Another College
Enrolled at the University of Washington Fall Quarter 1965
Distribution by EJCGPA

Distribution 0.00 - 2.24

WPCT - All-College Prediction
N = 2

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.				1		1	--
P.C				50.0		50.0	--
Mean	1.750	S.D.	.450	Range	1.30 - 2.20		

H.S. G.P.A.
N = 3

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.				1	1	1	--
P.C				33.3	33.4	33.3	--
Mean	1.723	S.D.	.292	Range	1.32 - 2.00		

EJC G.P.A.
N = 3
P.C. = 3.7

Mean = 1.713	S.D. = .508
Range = 1.00 - 2.14	
Mean Hrs. Earned = 11.3	S.D. = 4.5
Grade Diff. EJC-U of W = + .76	

U of W G.P.A.
N = 3

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.		1		1	1		--
P.C		33.3		33.4	33.3		--
Mean	2.477	S.D.	.622	Range	1.75 - 3.27		
Mean Hrs. Earned =	67.7	S.D. =	25.8				

Distribution 2.25 - 2.49

WPCT N = 13

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.			1	3	7	2	(3)
P.C			7.7	23.1	53.8	15.4	--
Mean	1.846	S.D.	.361	Range	1.2 - 2.5		

H.S. G.P.A. N = 15

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.		2	3	6	3	1	(1)
P.C		13.3	20.0	40.0	20.0	6.7	--
Mean	2.296	S.D.	.465	Range	1.42 - 3.16		

EJC G.P.A.
N = 16
P.C. = 19.5

Mean = 2.366	S.D. = .061
Range = 2.28 - 2.49	
Mean Hrs. Earned = 52.8	S.D. = 20.1
Grade Diff. EJC-U of W = -.20	

U of W G.P.A. N = 16

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.		1	2	10	1	2	--
P.C		6.2	12.5	62.5	6.3	12.5	--
Mean	2.162	S.D.	.469	Range	1.17 - 3.40		
Mean Hrs. Earned =	49.3	S.D. =	25.1				

Distribution 2.50 - 2.99

WPCT N = 14

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.			2	6	5	1	(14)
P.C			14.3	42.8	35.8	7.1	--
Mean	1.964	S.D.	.403	Range	.9 - 2.6		

H.S. G.P.A. N = 25

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.		4	9	8	3	1	(3)
P.C		16.0	36.0	32.0	12.0	4.0	--
Mean	2.431	S.D.	.495	Range	1.36 - 3.49		

EJC G.P.A.
N = 28
P.C. = 34.1

Mean = 2.733	S.D. = .129
Range = 2.51 - 2.98	
Mean Hrs. Earned = 51.5	S.D. = 22.4
Grade Diff. EJC-U of W = -.51	

U of W G.P.A. N = 26

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.		2	5	12	5	2	(2)
P.C		7.7	19.2	46.2	19.2	7.7	--
Mean	2.224	S.D.	.616	Range	0.00 - 3.21		
Mean Hrs. Earned =	50.9	S.D. =	36.2				

Distribution 3.00 - 3.49

WPCT N = 11

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.			3	5	3		(14)
P.C			27.3	45.4	27.3		--
Mean	2.227	S.D.	.319	Range	1.6 - 2.7		

H.S. G.P.A. N = 19

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.	2	3	7	5	2		(6)
P.C	10.5	15.8	36.9	26.3	10.5		--
Mean	2.647	S.D.	.504	Range	1.89 - 3.83		

EJC G.P.A.
N = 25
P.C. = 30.5

Mean = 3.251	S.D. = .121
Range = 3.00 - 3.48	
Mean Hrs. Earned = 49.1	S.D. = 30.1
Grade Diff. EJC- U of W = -.91	

U of W G.P.A. N = 24

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.		2	9	7	5	1	(1)
P.C		8.3	37.5	29.2	20.8	4.2	--
Mean	2.343	S.D.	.452	Range	1.34 - 3.30		
Mean Hrs. Earned =	45.1	S.D. =	30.5				

Distribution 3.50 - 4.00

WPCT N = 7

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.		3	2	1	1		(3)
P.C		42.9	28.5	14.3	14.3		--
Mean	2.643	S.D.	.466	Range	1.9 - 3.1		

H.S. G.P.A. N = 10

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.	3	2	2	2	1		--
P.C	30.0	20.0	20.0	20.0	10.0		--
Mean	2.865	S.D.	.699	Range	1.57 - 3.82		

EJC G.P.A.
N = 10
P.C. = 12.2

Mean = 3.725	S.D. = .152
Range = 3.52 - 4.00	
Mean Hrs. Earned = 28.4	S.D. = 12.8
Grade Diff. EJC-U of W = -1.2	

U of W G.P.A. N = 10

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.		3	3	3		1	--
P.C		30.0	30.0	30.0		10.0	--
Mean	2.495	S.D.	.606	Range	.92 - 3.09		
Mean Hrs. Earned =	47.1	S.D. =	44.0				

Totals

WPCT - All-College Prediction

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
Total No.		3	8	16	16	4	
Total P.C.		7.0	18.0	33.0	35.0	7.0	

Total No. = 47

H.S. G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
Total No.	5	11	21	22	10	3	
Total P.C.	7.0	15.0	29.0	31.0	14.0	4.0	

Total No. = 72

EJC G.P.A.

Total No. = 82

U of W G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
Total No.		9	19	33	12	6	
Total P.C.		11.0	24.0	42.0	15.0	8.0	

Total No. = 79

Table 59.

Performance of EJC Students at the University of Washington Who Initiated Their Education at Another College
Enrolled at the U of W Fall Quarter 1965
Distribution by UWGPA

WPCT - All-College Prediction

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
N = 5							
No.				2	3		(1)
P.C.				40.0	60.0		--
	Mean	1.960	S.D.	.265	Range	1.7 - 2.4	
N = 7							
No.			1	2	3	1	(5)
P.C			14.3	28.6	42.8	14.3	--
	Mean	1.971	S.D.	.427	Range	1.3 - 2.7	
N = 18							
No.		1	2	8	4	3	(15)
P.C		5.6	11.1	44.4	22.2	16.7	--
	Mean	1.994	S.D.	.504	Range	.90 - 3.00	
N = 10							
No.			3	2	5		(9)
P.C			30.0	20.0	50.0		--
	Mean	2.100	S.D.	.374	Range	1.60 - 2.70	
N = 5							
No.		2	2	1			(4)
P.C		40.0	40.0	20.0			--
	Mean	2.720	S.D.	.349	Range	2.20 - 3.10	
Total No.		3	8	15	15	4	
Total P.C.		6.7	17.8	33.3	33.3	8.9	

Total No. = 45

H.S. G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
N = 6							
No.		1	2	2	1		--
P.C.		16.7	33.3	33.3	16.7		--
	Mean	2.422	S.D.	.442	Range	1.8 - 3.00	
N = 9							
No.		1	2	4	2		(3)
P.C		11.1	22.2	44.5	22.2		--
	Mean	2.300	S.D.	.362	Range	1.85-3.00	
N = 32							
No.	2	3	10	8	6	3	(1)
P.C	6.2	9.4	31.3	25.0	18.7	9.4	--
	Mean	2.371	S.D.	.595	Range	1.32 - 3.82	
N = 14							
No.		4	5	4	1		(5)
P.C		28.6	35.7	28.6	7.1		--
	Mean	2.646	S.D.	.465	Range	1.77 - 3.49	
N = 9							
No.	3	2	1	3			--
P.C	33.3	22.3	11.1	33.3			--
	Mean	2.914	S.D.	.671	Range	2.00 - 3.83	
Total No.	5	11	20	21	10	3	
Total P.C.	7.2	15.7	28.6	30.0	14.3	4.2	

Total No. = 70

EJC G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
N = 6							
No.	1	1	2	2			--
P.C.	16.7	16.6	33.4	33.3			--
	Mean	2.828	S.D.	.459	Range	2.34-3.67	
	Mean Hrs. Earned		47.3	S.D.	20.8		
N = 12							
No.		5	5	2			--
P.C		41.7	41.6	16.7			--
	Mean	2.801	S.D.	.334	Range	2.14-3.33	
	Mean Hrs. Earned		42.0	S.D.	25.7		
N = 33							
No.	3	7	12	10		1	--
P.C	9.1	21.2	36.4	30.3		3.0	--
	Mean	2.763	S.D.	.533	Range	1.00 - 3.91	
	Mean Hrs. Earned		48.0	S.D.	20.7		
N = 19							
No.	3	9	5	2			--
P.C	15.8	47.4	26.3	10.5			--
	Mean	3.129	S.D.	.392	Range	2.37-3.76	
	Mean Hrs. Earned		57.2	S.D.	32.6		
N = 9							
No.	3	2	2	2			--
P.C	33.3	22.3	22.2	22.2			--
	Mean	3.139	S.D.	.658	Range	2.00-4.00	
	Mean Hrs. Earned		26.1	S.D.	16.2		
Total No.	10	24	26	18		1	
Total P.C.	12.6	30.4	32.9	22.8		1.3	

Total No. = 79

U of W G.P.A.

N = 6
P.C. = 7.6

Distribution 0.00 - 1.49

Mean	1.063	S.D.	.513
Range	0.00 - 1.49		
Mean Hrs. Earned	13.0	S.D.	9.1
Grade Diff. EJC-U of W	- 1.8		

Distribution 1.50 - 1.99
N = 12
P.C. = 15.2

Mean	1.830	S.D.	.124
Range	1.65 - 1.99		
Mean Hrs. Earned	42.4	S.D.	20.7
Grade Diff. EJC-U of W	- .97		

Distribution 2.00 - 2.49
N = 33
P.C. = 41.8

Mean	2.235	S.D.	.141
Range	2.00 - 2.43		
Mean Hrs. Earned	50.0	S.D.	36.9
Grade Diff. EJC- U of W	- .53		

Distribution 2.50 - 2.99
N = 19
P.C. = 24.0

Mean	2.651	S.D.	.129
Range	2.50 - 2.97		
Mean Hrs. Earned	48.9	S.D.	26.4
Grade Diff. EJC-U of W	- .48		

Distribution 3.00 - 4.00
N = 9
P.C. = 11.4

Mean	3.177	S.D.	.127
Range	3.00 - 3.40		
Mean Hrs. Earned	78.1	S.D.	32.4
Grade Diff. EJC-U of W	+ .04		

Total No. = 79

Table 60.

Performance of EJC Students at the U of W Who Initiated Their Education at Another College
Enrolled at the University of Washington Fall Quarter 1965
Distribution by EJC GPA and Hours Earned

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 0-16

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	2	1.75	.45	1	1						
H.S.	3	1.72	.29	2	1						
EJC	3	1.71	.51								
U of W	3	2.48	.62	1	1		1		1	1	1
Grade Diff. EJC-UW		+.77									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 0-16

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	2	1.75	.05	2							
H.S.	2	2.36	.28		1	1					
EJC	2	2.32	.01								
U of W	2	1.99	.01	1	1				1	1	
Grade Diff. EJC-UW		- .33									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 0-16

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	1	.900	--	1							
H.S.	1	2.56	--			1					
EJC	1	2.79	--								
U of W	1	2.37	--		1					1	
Grade Diff. EJC-UW		- .42									

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 17-48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
U of W											
Grade Diff. EJC-UW											

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 17-48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	2	1.95	.55	1		1					
H.S.	3	2.21	.72	1	1		1				
EJC	4	2.33	.02								
U of W	4	2.47	.55		3		1		1	2	1
Grade Diff. EJC-UW		+.14									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 17-48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	7	2.03	.28	3	3	1					
H.S.	10	2.60	.36		3	5	2				
EJC	13	2.75	.14								
U of W	11	2.31	.58	4	3	2	2	1	5	2	3
Grade Diff. EJC-UW		-.44									

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 49-89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
U of W											
Grade Diff. EJC-UW											

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 49-89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	9	1.84	.34	6	3						
H.S.	10	2.31	.39	3	4	2	1				
EJC	10	2.39	.06								
U of W	10	2.07	.42	2	6	2		2	3	5	
Grade Diff. EJC-UW		-.32									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 49-89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	5	2.12	.29	1	3	1					
H.S.	12	2.35	.58	3	4	3	2				
EJC	12	2.70	.13								
U of W	12	2.09	.69	3	7	2		4	2	4	2
Grade Diff. EJC-UW		- .61									

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 90 +

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
U of W											
Grade Diff. EJC-UW											

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 90 +

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
U of W											
Grade Diff. EJC-UW											

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 90 +

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	1	1.80	--	1							
H.S.	2	2.02	.28	1	1						
EJC	2	2.76	.06								
U of W	2	2.46	.08		1	1		1		1	
Grade Diff. EJC-UW		-.30									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 0 - 16

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	2	1.80	.20	1	1						
H.S.	2	3.09	.74		1		1				
EJC	3	3.22	.16								
U of W	3	2.59	.69	1		1	1		2		1
Grade Diff. EJC-UW		- .63									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 0 - 16

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	2	2.50	.60	1			1				
H.S.	3	2.67	.70		2		1				
EJC	3	3.77	.17								
U of W	3	2.03	.85	1	1		1	2	1		
Grade Diff. EJC-UW		- 1.7									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 17 - 48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	4	2.17	.28	2	1	1					
H.S.	8	2.61	.43	1	1	5	1				
EJC	12	3.28	.10								
U of W	11	2.34	.24	1	6	4		3	4	2	2
Grade Diff. EJC-UW		-.94									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 17 - 48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	5	2.70	.38		1	2	2				
H.S.	7	2.95	.68	1		2	4				
EJC	7	3.71	.14								
U of W	7	2.70	.28		2	3	2	1	2	2	2
Grade Diff. EJC-UW		- 1.0									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 49 - 89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	5	2.44	.16		3	2					
H.S.	6	2.67	.39		2	2	2				
EJC	7	3.22	.14								
U of W	7	2.22	.57	3	1	2	1	3	1	3	
Grade Diff. EJC-UW		- 1.0									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 49 - 89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
U of W											
Grade Diff. EJC-UW											

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 90 +

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	0	---	---								
H.S.	3	2.41	.50	1	1		1				
EJC	3	3.26	.08								
U of W	3	2.39	.29	1		2				3	
Grade Diff. EJC-UW		-.87									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 90 +

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
U of W											
Grade Diff. EJC-UW											

Summary

	WPCT	H.S.	EJC	U of W
0.00 - 1.99	20	13	1	18
2.00 - 2.49	16	22	18	33
2.50 - 2.99	8	21	28	19
3.00 - 4.00	3	16	35	9
Total No. =	47	72	82	79

	Hrs. U of W	Hrs. EJC
0 - 16	17	12
17 - 48	23	36
49 - 89	27	29
90 +	12	5

Table 61.

Performance of EJC Students at the U of W Fall 1965 Who Initiated Their Education at Another College
Distribution by UWGPA and Hours

UWGPA	0.00 - 1.99			2.00 - 2.49			2.50 - 2.99			3.00 - 3.49			3.50 - 4.00		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
16 hours or less															
WPCT	5	2.020	.319	5	2.260	.356	1	2.600		1	3.100				
HS	5	2.202	.361	7	2.631	.561	2	3.095	.395	1	3.660				
EJC	6	2.893	.431	7	2.921	.303	3	3.167	.363	1	4.000				
UW	6	1.185	.629	7	2.230	.142	3	2.580	.113	1	3.000				
Grade Diff.EJC-UW		-1.708			-.691			-.587			-1.000				
17-48 hours															
WPCT	5	2.100	.316	7	2.043	.489	4	1.800	.158						
HS	6	2.708	.231	11	2.413	.712	3	2.433	.221						
EJC	7	2.899	.275	11	2.678	.749	5	3.330	.282						
UW	7	1.690	.171	11	2.235	.154	5	2.692	.097						
Grade Diff.EJC-UW		-1.209			-.443			-.638							
49-89 hours															
WPCT	2	1.500	.200	4	1.525	.492	5	2.240	.344	1	2.700				
HS	4	1.993	.103	8	2.163	.483	9	2.618	.474	3	2.440	.489			
EJC	5	2.586	.351	9	2.564	.321	10	3.044	.422	3	3.393	.389			
UW	5	1.880	.115	9	2.210	.118	10	2.619	.097	3	3.147	.049			
Grade Diff.EJC-UW		-.706			-.354			-.425			-.246				
90+ hours															
WPCT				2	2.100	.100				3	2.600	.374			
HS				6	2.267	.363				5	3.050	.634			
EJC				6	3.033	.314	1	2.860		5	2.814	.629			
UW				6	2.278	.138	1	2.970		5	3.230	.135			
Grade Diff.EJC-UW					-.755			+.110			+.416				

Table 62.

Perfomance of EJC Students Enrolled Fall 1965 at the U of W Who Initiated Their Education at Another College
Distribution by Hours Earned at the U of W

	UW Hours 0-16			UW Hours 17-48			UW Hours 49-89			UW Hours 90+		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
High School	15	2.619	.609	20	2.505	.566	24	2.340	.505	11	2.623	.638
Everett Junior College	17	3.018	.443	23	2.887	.610	27	2.838	.476	12	2.928	.475
University of Washington	17	1.968	.724	23	2.168	.392	27	2.404	.391	12	2.733	.478
English Composite	12	49.5	7.3	15	47.5	7.8	13	46.6	10.1	5	59.0	7.2
All-College Prediction	12	2.258	.433	16	2.000	.395	12	1.917	.558	5	2.400	.385
English Predictions	12	2.325	.406	16	2.069	.404	12	1.983	.560	5	2.600	.358
Grade Differential EJC-UW		-1.050			-.719			-.434			-.195	

Correlation Coefficients

UW Hours 0-16

	HS	EJC	UW	Engl. C.	All-Coll.	Engl. P.
High School	---	.37	.54	.67	.88	.80
Everett Junior College	.37	---	.22	.63	.58	.70
University of Washington	.54	.22	---	.32	.71	.55
English Composite	.67	.63	.32	---	.82	.93
All-College Prediction	.88	.58	.71	.82	---	.95
English Prediction	.80	.70	.55	.93	.95	---

UW Hours 17-48

	HS	EJC	UW	Engl. C.	All-Coll.	Engl.P.
High School	---	.51	.27	.59	.91	.79
Everett Junior College	.51	---	.18	.44	.52	.48
University of Washington	.27	.18	---	.14	.20	.28
English Composite	.59	.44	.14	---	.73	.91
All-College Prediction	.91	.52	.20	.73	---	.93
English Prediction	.79	.48	.28	.91	.93	---

UW Hours 49-89

	HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
High School	---	.51	.44	.49	.75	.68
Everett Junior College	.51	---	.64	.41	.67	.61
University of Washington	.44	.64	---	.42	.73	.67
English Composite	.49	.41	.42	---	.85	.92
All-College Prediction	.75	.67	.73	.85	---	.98
English Prediction	.68	.61	.67	.92	.98	---

UW Hours 90+

	HS	EJC	UW	Engl.C.	All-Coll.	Engl.P.
High School	---	.28	.56	.58	.90	.70
Everett Junior College	.28	---	.26	.80	.70	.80
University of Washington	.56	.26	---	.14	.46	.22
English Composite	.58	.80	.14	---	.84	.98
All-College Prediction	.90	.70	.46	.84	---	.92
English Prediction	.70	.80	.22	.98	.92	---

Summary:

The Knoell-Medsker study found that the gross differential for several thousand junior college students who transferred to ten major state universities was 0.50. The study also reported that a particular junior college will probably have a near-zero differential with some institutions and a fairly sizeable negative differential with others, all within the same state. The report stated that significant positive differentials should be fairly rare and might well be viewed with some concern as possible indicators of overly-tough junior college grading standards. The study went on to report that arbitrary attempts to close the gap with major universities could result in the denial of opportunity to many students who are now succeeding in various types of colleges. The study stated that a more realistic goal would be the achievement of a differential in grades which most students could accommodate; i.e. a drop in grades which would not result in an average below C.

The Knoell-Medsker study, however, differs from the research at Everett Junior College because that study focused on a core group of native junior college transfers who enrolled primarily with junior standing in the four-year institutions. In the Everett Junior College study, only 41.2 per cent of the native transfers enrolled at the University with junior standing. This fact should be kept in mind when comparing the differential obtained at Everett Junior College with the differential obtained by Knoell-Medsker.

The gross differential between EJC-UW means was 0.58 for the total group, but this figure included 96 students who had previously attended thd University of Washington. The differential was 0.51 for native EJC transfers. It was also found that EJC transfers to the University of Washington exhibited the greatest differentials between EJC-UW means the first quarter immediately after transfer. By the time the students had earned 90 or more hours at the University, the differential had decreased in proportion to the number of hours earned there. For native EJC transfers the differential was 0.30 for those students who had earned 90 or more hours at the University. The differential was 0.20 in the same hour range for those students who had attended another college, other than the University, prior to enrolling at Everett.

The research supports the finding of the Knoell-Medsker study that students with considerably less academic ability than native students in the four-year schools were earning grades that enabled them to continue their education for the baccalaureate degree. For native EJC transfers 64.1 per cent of the students who would not have qualified for admission to the University directly from high school were earning grades of C or better at the University fall quarter 1965. This finding also supports the validity of the non-selective admission policy of Everett Junior College. Most of the students who transferred to the University of Washington with poor high school grades were men.

The research also found that many junior college transfers with poor high school grades and low all-college predictions were transferring to the University of Washington before they had obtained a sufficient academic experience on the college level to assure themselves of continued success in the transfer institution.

The high percentage of native EJC transfers from the King County area enrolled at the University of Washington would suggest that many students are selecting a transfer institution and time of transfer on the basis of closeness to their homes, rather than on the basis of an objective analysis of how successful they can expect to be in that institution. The sample of native EJC transfers from the King County area exhibited a high percentage of students with poor high school grades; yet, only about one-third of the sample remained at Everett for two full years before transfer. On the other hand, the sample from Snohomish County exhibited a small percentage of students with high school grades below 2.5; yet, 51.6 per cent remained at the junior college for two full years before transfer.

For native EJC transfers, the WPCT all-college predictions correlated higher with EJC grades than the all-college predictions correlated with UW grades. EJC grades correlated higher with UW grades than the all-college predictions correlation with UW grades. However, the number of students included in the correlations were different, so a definite conclusion could not be stated. However, for purposes of counseling, the EJC grade ranges below 2.5 identified more students who were potential failures at the University than the all-college prediction ranges below 2.00 identified. The EJC grade ranges above 2.5 also identified fewer students as failures at the University than the all-college predicted ranges above 2.00 identified. It was therefore concluded that the EJC average would be the best variable to use for purposes of counseling EJC native transfers who intend to enroll at the University of Washington.

It was again found that only a small percentage of students who had high school grades below 2.5 warranted predictions above 2.00 for an all-college average. However, 64.1 per cent of the EJC native transfers who had high school grades below 2.5 were earning grades of C or better at the University of Washington fall quarter 1965. The WPCT Program's 1965 Counselor's Manual indicates that only 50 per cent of the students who have an all-college prediction of 2.00 would earn grades of C or above at the University of Washington. The research on EJC native students at the University showed that 63.0 per cent with predictions below 2.00 and 77.6 per cent with predictions 2.00 or above were earning grades of C or better at the University fall quarter 1965.

From the foregoing it is evident that experience in a junior college before transfer to the University of Washington measurably changes many students' chances to succeed. This again points to the need for the development of grade expectancies for the junior college level, particularly if the junior college average can be established as a better indicator of the probable academic performance of junior college transfers at four-year institutions. It is again recommended that a follow-up study be made from a sample of junior college students from Washington community colleges to determine if the findings at Everett Junior College are supported by those of the other community colleges.

The research also indicates that the English predictions would be more reliable than English composite scores as a guide for placement in remedial English classes at Everett Junior College. This finding is based on the assumption that skills in English are directly related to the overall academic performance of the students. The correlations for EJC transfers to the University of Washington were computed between the EJC GPA and the English predictions and English composite scores. The correlations were also computed between these variables and UW grades. It was found that the English prediction correlated higher with EJC grades and UW grades for the sample as a whole and for native EJC transfers.

On the basis of the foregoing it would appear that the grade predictions furnished by the WPCT Program have more validity for counseling at Everett Junior College than would a testing program which would furnish only test scores and percentile ranks based on test scores. The English composite scores earned by EJC native transfers to the University were not too impressive, since only 35.3 per cent earned composite scores above the mean. However, the combination of high school grades and composite scores affected the grade predictions; some students warranted a higher grade prediction than would have been evident from their test scores alone, while for others, the reverse was true.

The Knoell-Medsker study reported that there was a widespread tendency for the first semester grades earned by transfer students to drop below their cumulative junior college average. However, the study reported that many junior college transfers regain and often surpass their junior college grades by the time they graduate. This finding was supported by the research on EJC transfers to the University of Washington.

The research on native EJC transfers to the University of Washington also indicates that the grading practices at Everett Junior College are not too divergent from those at the University of Washington. Approximately 38 per cent of the native EJC transfers had earned 16 hours or less at the time of the cut-off point for the sample. Therefore, this had an effect on the overall differential between EJC-UW means, because so many of the students would be in the process of adjusting to the University program their first quarter in attendance there. For those students who remained at the University for 90 or more hours, the mean differential between EJC-UW was only 0.30. The tables also showed that many students were earning similar grades at Everett Junior College and the University of Washington; some students were able to surpass their EJC averages there.

The research also shows that native EJC transfers to the University of Washington were earning University grades similar to those earned by all junior college transfers enrolled at the University of Washington fall quarter 1965. Although the total undergraduate enrollment had a higher percentage of students earning grades above the mean and B or better than did native EJC transfers, that population would contain a larger percentage of students who entered the University of Washington with high school grades 2.5 or above.

The overall performance of EJC transfers to the University of Washington was commendable; however, it is evident that many of the students who transferred to the University of Washington would have had a better chance to be successful there if they had remained in the junior college program until they had earned their associate in arts and sciences degree.

The follow-up study of junior college transfers to the University of Washington indicates that better academic advising should take place at Everett Junior College, particularly for those students who earn high school and junior college grades below 2.5 and wish to transfer to the University before they complete all their lower division work. It is also evident that a better job of counseling should be done for those students who attend the University of Washington prior to enrolling at Everett and wish to return there. The research definitely points to the need for junior college academic counselors to view their role not as a programmer only, but as one who assists the student to evaluate and re-evaluate his achievement, choice of major, and transfer institution.

EJC Students Enrolled at Western Washington State College Fall Quarter 1965

Western Washington State College was selected as the transfer institution by 225 former EJC students. Of these, 178 were native EJC students and 47 had attended another college prior to enrolling at Everett Junior College and then transferring to Western Washington State College. Three of the students in the latter group had attended Western before enrolling at Everett. However, none of these students was below 2.00 in cumulative average at WWSC fall quarter 1965.

Students who enter Western Washington State College directly from high school are required to have a high school grade average of 2.5 or above or rank in the upper half of their graduating class. The following information was available for WWSC native students and junior college transfers to that institution for fall quarter 1965:

	WWSC Mean Fall 1965	WWSC Cum. Mean Fall 1965
3416 WWSC Native Students	2.50	2.54
954 Wash. Comm. College Transfers	2.43	2.46

Tables 63., 64., and 78. show the frequency distributions for the total group, for EJC native transfers, and for EJC transfers who had enrolled in another college before attending Everett Junior College. Below is a summary of information contained in the tables.

	N	Total	N	Native	N	Other Colleges
Mean WPCT - All-College	172	2.010	142	2.003	30	2.043
Mean HS	215	2.585	173	2.571	42	2.642
Mean EJC	225	2.617	178	2.554	47	2.852
Mean WWSC	225	2.416	178	2.382	47	2.542
EJC-WW Mean Differential		-.20		-.17		-.31
Correlation WW-All-College	172	.37	142	.38	30	.28
Correlation EJC-All-College	172	.49	142	.51	30	.36
Correlation EJC-Engl. C.	175	.28	144	.33	31	.12
Correlation EJC-Engl. P.	172	.41	142	.44	30	.28
Correlation EJC-WWSC	225	.62	178	.60	47	.69
Per Cent Below 2.0 WPCT	77	44.8	69	48.6	8	26.7
Per Cent Below 2.5 HS	94	43.7	80	46.2	14	33.3
Per Cent Below 2.5 EJC	102	45.3	94	52.8	8	17.0

	N	Total	N	Native	N	Other Colleges
Per Cent Below 2.00 WW	37	16.4	34	19.1	3	6.4
Per Cent 2.00 & above WW	188	83.6	144	80.9	44	93.6
Per Cent 2.5 & above WW	90	40.0	66	37.1	24	51.1
Per Cent 3.00-4.00	30	13.3	23	12.9	7	14.9

The summary shows that the all-college predicted means were similar for the total group and each of the two transfer groups; however, none of the means were as high as that of the norming group. The correlations between the all-college predictions and earned grades at EJC and WWSC were poor; however, the all-college predictions correlated higher with EJC grades than the all-college predictions correlated with WWSC grades. This was also true for the EJC transfers to the University of Washington who were enrolled in that institution fall quarter 1965.

The correlations between grades earned at EJC and WWSC were good, being .62 for the total group, .60 for native EJC transfers, and .69 for the EJC transfers who had attended another college before enrolling at Everett Junior College. The correlations between EJC-WWSC grades were much higher than the correlations between EJC-UW grades.

English composite scores were recorded for 175 of the 225 transfers. The mean English composite score for the total group was 46. The EJC grade averages correlated higher with the English predictions than the EJC grade averages correlated with the English composite scores. Table 63. shows that the English predictions correlated higher with earned grades at Everett than the English composite scores correlated with earned grades at Western.

Approximately 45 per cent of the students who transferred to Western Washington State College from Everett Junior College had all-college predictions below 2.00, and 43.7 per cent had high school grade averages below 2.5. For native EJC transfers, the percentage was even higher: 48.6 per cent had all-college predictions below 2.00, and 46.2 per cent had high school averages below 2.5.

The summary shows that 45.3 per cent of the transfers to WWSC had earned junior college averages below 2.5; 52.8 per cent of the native transfers had earned junior college averages below 2.5. These percentages are higher than those obtained for EJC transfers enrolled at the University of Washington fall quarter in 1965. In that sample, 34.2 per cent of all EJC transfers and 28.1 per cent of the native EJC transfers had earned junior college averages below 2.5.

The differentials obtained between EJC-WWSC means were 0.20 for the total group, 0.17 for the native EJC transfers, and 0.31 for those transfers who had enrolled at another college before matriculating at Everett. These are considerably lower than those obtained at the University of Washington for similar groups. The percentage who earned grades below 2.00 at Western Washington State College was also lower than the percentage who earned grades below 2.00 at the University of Washington fall quarter 1965.

The summary shows that 37 of the 225 EJC transfers to WWSC had earned a cumulative average below C as of fall quarter 1965. Of these, 34 were native EJC transfers and three were EJC transfers who had attended another college before enrolling at Everett Junior College. A higher percentage of the transfers earned grade averages of 2.50 and above at Western than earned grade averages of 2.5 and above at the University. The summary shows that 40 per cent of the EJC transfers to WWSC earned grades at Western above the junior college mean; these students also earned grades similar to and above the mean for native WWSC students fall quarter 1965. Approximately 13 per cent of the EJC transfers earned grades at Western between 3.00-4.00, and 12.9 per cent of the native EJC transfers accomplished grades within this range.

Of the 225 EJC transfers enrolled at Western Washington State College fall quarter 1965, 162 were men and 63 were women. Tables 65. and 66. show the distributions for the native men and women, and tables 79. and 80. show the distributions for the men and women who had attended another college before enrolling at Everett. The information contained in these tables is summarized below:

	N	Native Men	N	Native Women	N	Other Colleges Men	N	Other Colleges Women
WPCT - All-Coll. Mean	96	1.945	46	2.124	23	1.970	7	2.286
HS Mean	121	2.448	52	2.858	33	2.545	9	3.000
EJC Mean	125	2.526	53	2.621	37	2.810	10	3.007
WW Mean	125	2.381	53	2.386	37	2.508	10	2.669
EJC-WW Mean Differential		-.14		-.24		-.30		-.34
Correlation WW-All-Coll	96	.36	46	.49	23	.29	7	.13
Correlation EJC-All-Coll	96	.47	46	.62	23	.45	7	.35
Correlation EJC-Engl.C.	97	.32	47	.36	24	.29	7	.68
Correlation EJC-Engl.P.	96	.42	46	.51	23	.41	7	.46
Correlation EJC-WWSC	125	.47	53	.79	37	.64	10	.86
PC Below 2.00 WPCT	54	56.3	15	32.6	8	34.8	--	--
PC Below 2.5 HS	67	55.4	13	25.0	14	42.4	--	--
PC Below 2.5 EJC	68	54.4	26	49.1	7	18.9	1	10.0
PC Below 2.00 WWSC	22	17.6	12	22.6	2	5.4	1	10.0
PC 2.00 & Above WW	103	82.4	41	77.4	35	94.6	9	90.0
PC 2.50 & Above WW	47	37.6	19	35.8	17	45.9	7	70.0
PC 3.00 & Above WW	14	11.2	9	17.0	5	13.5	2	20.0

For native EJC transfers, the men had a lower predicted all-college mean, high school mean, and EJC mean than the women had; yet their means at Western are almost identical. The summary also shows that the percentage of native men and women who had EJC averages below 2.5 is similar. This finding is interesting in view of the percentage of men who had all-college predictions below 2.00 and high school grades below 2.5 compared with the percentage of women who had predictions and high school grades in these ranges. A smaller percentage of the men earned grades below 2.00 at Western, and a higher percentage of the men earned grades 2.5 and above at Western. However, 17 per cent of the native women earned grades at Western between 3.00-4.00 compared with 11.2 per cent of the men.

These findings are particularly interesting in view of the other samples contained in the manual. For the random sample and the 1965 EJC graduates, the women outperformed the men at Everett Junior College. The EJC native women transfers earned higher grades at the University of Washington than the native men transfers earned. The finding that the men students at Western Washington performed about as well, and in some instances better, than the native women lends support to the non-selective admission policy of Everett Junior College. It has been evident in each of the samples that it is mostly the men students who attempt college after earning poor high school grades, and that a selective admission policy on the junior college level would primarily discriminate against men.

Tables 67. and 81. show the high school grade averages earned by the EJC transfers to Western Washington State College. High school grade averages were not available for all EJC transfers to WWSC. Therefore, "PC below 2.5 HS" refers to those who had high school grade averages recorded at Everett Junior College. "Total N" refers to the number of students in each group, and the percentages refer to the total number. The high school attended was not available for one student in the group who had attended other colleges.

HS Attended	N	PC Below 2.5 HS	Total N	PC EJC 0-48	PC EJC 90+	PC Below 2.00 WW	PC Below 2.00 WW
Snohomish County							
Native	98	26.5	100	10.0	51.0	18	18.0
Other Colleges	7	28.6	7	--	28.6	--	--
S. Snoh. & King							
Native	51	84.3	53	22.6	18.9	11	20.8
Other Colleges	27	37.0	27	37.0	3.7	1	3.7
In-State							
Native	13	38.5	13	15.4	53.8	2	15.4
Other Colleges	6	16.7	6	16.7	--	--	--
Out-of-State							
Native	11	54.5	12	25.0	8.3	3	25.0
Other Colleges	2	50.0	--	--	--	1	16.7

One-hundred EJC native students from Snohomish County selected Western Washington as their transfer institution. The native transfers from Snohomish County remained at Everett Junior College longer than the transfers from the other high school areas. Only ten per cent of the native transfers from Snohomish County transferred to Western after one year or less at Everett; 51 per cent remained at the junior college for two full years before they enrolled at Western.

Only 53 native EJC transfers to Western Washington were from South Snohomish County and King County. The summary shows that 22.6 per cent remained at Everett for one year or less, and only 18.9 per cent earned 90 hours or more before they transferred. However, in spite of the high percentage of students from this area who had poor high school grades, and in spite of the early transfer of many of the students, only 20.8 per cent were below 2.00 in cumulative average at WWSC fall quarter 1965.

It was stated earlier that the Knoell-Medsker study found that transfer students tended to earn lower grades at the major state university than at smaller colleges where more attention was paid to student orientation and counseling, where the student-faculty relationship was closer, and where the number of different programs, departments, courses, and requirements were fewer. The study also found that only 19 per cent of the junior college transfers who entered teachers colleges withdrew for poor grades. Among the five types of colleges studied, the teachers colleges were found to have the highest rate of graduation and the lowest rate of attrition for junior college transfer students.

The summary appears to indicate that the need for students who have poor high school grades to spend two years in the junior college program before transfer is less applicable for native EJC transfers to Western Washington than it was for native EJC transfers to the University of Washington. This can probably best be explained by the fact that the size of the differential between EJC-WWSC means was only 0.17 for native EJC transfers to Western Washington compared with 0.51 for native EJC transfers to the University of Washington. EJC students who accomplish the grade point at Everett required for transfer to Western Washington State College also have an excellent chance to succeed there. Coupled with this is the fact that Western Washington is more similar to Everett Junior College in the size of its student body than the University of Washington is. Therefore, junior college transfers to Western may make a quicker adjustment at Western than they do at the University.

Table 68. shows the relationship between the variables for the 142 native EJC transfers to Western Washington who had taken the WPCT. The table shows the following:

N	All-College Prediction	N Below 2.00	Per Cent Below 2.00
10	0.00-1.49	1	10.0
59	1.50-1.99	14	23.7
55	2.00-2.49	13	23.6
13	2.50-2.99	1	7.7
5	3.00-4.00	0	00.0

Of the 69 transfers who had all-college predictions below 2.00, only 21.7 per cent failed to earn grades of C or better at WWSC fall quarter 1965. Of the 73 transfers whose predictions were 2.00 or above, 19.2 per cent failed to earn a cumulative average of C. These figures are slightly different from those obtained for native EJC transfers who were enrolled at the University of Washington fall quarter 1965. In that sample, 37 per cent of those who had all-college predictions below 2.00 failed to earn grades of C or better, and 22.4 per cent who had predictions 2.00 and above failed to earn a cumulative average of C.

Table 68. also shows the English composite scores and English predictions earned by native EJC transfers to Western Washington State College. The chart shows that 22.5 per cent had English composite scores of 40 or below; only 26.1 per cent had scores above the mean. The highest percentage of scores were between 41-50. This was also true of the native EJC transfers enrolled fall quarter 1965 at the University of Washington.

Table 68. again indicates that not all students who have English composite scores of 40 or below warrant English predictions below 1.5. The table shows that 22.5 per cent had English composite scores of 40 or below, but only 5.6 per cent had English predictions below 1.5. However, 41.5 per cent had English predictions below 2.00.

Table 69. shows the relationship of the variables to the high school grade average. There were 173 native EJC transfers to WWSC who had high school grade averages recorded at Everett Junior College. The chart shows the following:

N	HSGPA Range	N	Per Cent Below 2.00 WW
18	0.00 - 1.99	1	5.6
62	2.00 - 2.49	18	29.0
58	2.50 - 2.99	10	17.2
27	3.00 - 3.49	5	18.5
8	3.50 - 4.00	0	00.0

The percentage below 2.00 in each of the high school ranges differs considerably at Western from those obtained at the University of Washington for native EJC transfers. With the exception of the range 3.00-3.49, the percentage of students below 2.00 in each of the high school ranges was less at Western than it was at the University fall quarter 1965.

There were 80 native EJC transfers enrolled fall quarter 1965 at Western Washington who had high school grade averages below 2.5. Of these, 76.2 per cent earned grades of C or better at Western. For those EJC native transfers enrolled at the University of Washington who had high school grade averages below 2.5, the percentage earning grades of C or better was 64.1.

There were 93 native EJC transfers enrolled at Western Washington fall quarter 1965 who had high school averages of 2.5 and above. Of these, 83.9 per cent were earning grades of C or better at Western. This percentage is similar to the one obtained for EJC transfers to the University of Washington who had earned high school grade averages in the same range. In that sample, 80.1 per cent were earning grades of C or better fall quarter 1965.

At Western Washington, the EJC native transfers who earned high school averages between 2.00-2.49 had the highest percentage below 2.00. The percentages were high for those transfers who had high school grades between 2.50-3.49. The summary which showed the length of time spent at EJC by the transfers according to the high school area they came from appeared to indicate that length of time spent at Everett might not be as important for EJC native transfers to Western Washington as it was for EJC native transfers to the University. However, Table 69. definitely indicates that students should exercise caution in making their decision to transfer early to Western. Western Washington State College has a selective admission policy, and the Knoell-Medsker study found that junior college transfers were able to compete more successfully with native students in the four-year institutions if they entered the transfer institution with junior standing and had accomplished all their lower division requirements before transfer.

Table 69. reveals that one student who had a high school grade average below 2.00 warranted an all-college prediction between 2.00-2.49. However, only 16.1 per cent who had high school grades below 2.5 earned all-college predictions 2.00 or above. Approximately 22 per cent who had high school grades 2.5 and above had all-college predictions below 2.00. These findings are similar to those obtained in the other samples analyzed so far.

Table 70. indicates the relationship of the variables to the EJC grade average for the 178 native EJC transfers to Western Washington State College. The differentials between EJC-WWSC means for the different EJC grade ranges are also set forth. The table shows the following:

N	EJC Range	Below 2.00	Per Cent Below 2.00	EJC-WWSC Grade Differential
50	0.00 - 2.24	13	26.0	-.01
44	2.25 - 2.49	13	29.5	-.12
57	2.50 - 2.99	6	10.5	-.24
18	3.00 - 3.49	1	5.6	-.39
9	3.50 - 4.00	1	11.1	-.47

The mean differentials obtained at Western Washington exhibit the same trend as those obtained for native EJC transfers enrolled at the University of Washington fall quarter 1965. In both samples, the mean differentials were smaller for those students who earned minimum EJC grades, but the differentials increased in size as the EJC grade range increased. This would again indicate the tough competition for A and B grades that exists in the four-year institutions. The Knoell-Medsker study pointed out that the students who enter the four-year colleges as freshmen and who persist to the upper division are the pace-setters and the grade-getters, with whom junior college transfers must compete. Junior college transfers with good EJC averages should be apprised of this before they embark upon their program in the four-year institution. They should be cognizant of the fact that grades of B or better may be a little harder to come by in the transfer institution than they were at the junior college, where the range of academic talent is greater. It is possible that many transfers who have good EJC grades would modify their study habits initially in the four-year institution if they realized this.

As cited previously, the EJC-WWSC mean differential was 0.17 for native EJC transfers to Western. Since Western requires a minimum junior college grade point of 2.00 for transfers to that institution, most of the students who qualify for admission to Western should be able to earn passing grades there. However, Table 70. indicates that a larger percentage of students who had junior college grades below 2.5 than those who had junior college grades 2.5 and above failed to earn a cumulative average of C at Western fall quarter 1965. There were 94 EJC native students who transferred to Western with junior college averages below 2.5. Of these, 27.6 per cent failed to earn grades of C or better. Only 9.5 per cent of the 84 transfers who had junior college grades 2.5 and above failed to earn a cumulative average of C.

On the basis of this finding, students who plan to transfer to Western Washington State College should be encouraged to remain at Everett Junior College for two full years before transfer if they have a junior college average below 2.5.

Table 72. was designed to show the number of hours earned by the transfers before they enrolled at Western Washington State College and the number of hours the transfers had accumulated at Western by the end of fall quarter 1965. The length of time spent at Everett Junior College before transfer seemed to have less bearing on the grades earned at Western than did the fact that so many students were in their first quarter of attendance at Western. The summary shows that 62 students (34.8 per cent) had earned grades for one quarter only by the end of fall quarter 1965.

N	EJC Range	N-16 hours or less at WWSC	Per Cent
50	0.00 - 2.24	15	30.0
44	2.25 - 2.49	17	38.6
57	2.50 - 2.99	22	38.6
18	3.00 - 3.49	5	27.8
9	3.50 - 4.00	3	33.3

The percentage of students who were in their first quarter of attendance at Western was similar to that obtained for native EJC transfers to the University. In that sample, 37.7 per cent had earned grades at the University for one quarter or less by the end of fall quarter 1965. The percentages who remained 90 hours or more in the junior college before transfer were also similar. The percentage was 38.8 for EJC native transfers to Western Washington and 41.2 for EJC native transfers to the University of Washington.

Table 71. shows the distribution for native EJC transfers according to their grades earned at Western Washington State College. The chart was designed primarily to determine how many students in the sample earned grades similar to their EJC averages and how many transfers were able to surpass their EJC averages at Western.

The differential was 0.16 for those students who earned WWSC grades between 2.00-2.49. For the WWSC grade ranges 2.5 and above, the differences between means yielded plus values. Twelve students who earned grades between 2.50-2.99 at Western earned higher grades at Western than they did at EJC. This was also true for 11 students who earned grades at Western between 3.00-4.00. Five students who earned grades at Western between 3.00-4.00 had high school grades below 2.5.

Table 73. indicates the differentials between EJC-WWSC means according to the number of hours and the grades earned at Western. The largest differential was computed for those students who earned WW grades below 2.00 and were in their first quarter of attendance there fall quarter 1965. Most of the differentials were small for transfers who earned grades of 2.00 and above. Plus-values were computed in six instances.

Table 74. and 86. set forth grade differentials between EJC-WWSC means for the two EJC transfer groups to Western Washington. In these tables, the transfers were grouped according to the number of hours earned at Western regardless of their Western Washington grade average. The tables also show the correlations between the all-college predictions and earned grades at EJC and WWSC.

Mean Differentials

	N	0-16 hours	N	17-48	N	49-89	N	90+hours
Native EJC	62	-.33	30	-.18	50	-.10	36	+.02
Other Colleges	8	-.28	12	-.40	22	-.24	5	-.44

Correlations

Native EJC	N	0-16	N	17-48	N	49-89	N	90+hours
EJC-All-College	52	.45	21	.50	40	.68	29	.40
WW-All-College	52	.32	21	.38	40	.62	29	.08
EJC-WWSC	62	.52	30	.74	50	.79	36	.48
Other Colleges								
EJC-All-College	7	.20	7	.36	11	.83	5	.23
WW-All-College	7	.91	7	.08	11	.08	5	.36
EJC-WWSC	8	.16	12	.78	22	.70	5	.81

The summary shows that for native EJC transfers the differential between EJC-WWSC means decreased in proportion to the increase in hours earned by the transfers at Western Washington. This finding is the same as the one found for native EJC transfers to the University of Washington.

The all-college predictions correlated higher with EJC grades than the all-college predictions correlated with WWSC grades in all four hour groupings. In the hour-range 49-89 hours, the all-college predictions correlated .68 with EJC grades and .62 with WWSC grades. The correlation of .62 was the only significant correlation obtained between the all-college predictions and WWSC grades.

For native EJC transfers the correlations between grades earned at Everett Junior College and grades earned at Western Washington were good. The poorest correlation obtained was .48 for those EJC transfers who had completed 90 hours at Western. It was in this same hour-range that the mean differential was a plus value, and the correlation reflects that grades earned at Western and EJC were more dissimilar in this hour-range than in the other three hour ranges.

The summary shows that the differentials were greater for those EJC transfers who had enrolled at another college before enrolling at Everett and then transferring to Western Washington than they were for native EJC transfers. It will be recalled that these students had earned higher means at EJC than the native EJC transfers had earned. The above summary shows that some of the EJC transfers in this group were unable to maintain their junior college averages after transfer to Western. However, the number of students included in each hour-range is small, and so the outcomes are highly dependent upon the individual performance of each student in the grouping.

The EJC native transfers to Western Washington were divided according to their major fields. Tables 75. and 76. show distributions and major fields for those students who were enrolled in the arts and sciences program; Table 76. shows the distribution for the transfers majoring in education. Each of the charts shows the relationship of the variables to the all-college prediction for those who took the WPCT. The relationship between grades earned at Everett Junior College and those earned at Western Washington is shown for the total number of transfers in each major.

Major Field	N	Correlation All-Coll.-EJC	Correlation All-Coll.-WWSC
Arts & Sciences	51	.55	.21
Education	91	.50	.46

The all-college prediction correlated higher with EJC grades than the all-college prediction correlated with WWSC grades. The correlation between the all-college prediction and WWSC was exceptionally low for those students who majored in arts and sciences.

Major Field	N	Mean EJC	N	Mean WWSC	Below 2.00 WWSC	P.C. Below 2.00 WWSC	Correlation EJC-WWSC
Arts & Sciences	63	2.555	63	2.352	11	17.5	.48
Education	115	2.554	115	2.399	23	20.0	.65

The students earned similar means at EJC and WWSC in both degree programs. However, the correlation between EJC-WWSC grades was higher for those students who were majoring in education.

Below is a comparison between the grades earned by EJC native transfers to the University of Washington and Western Washington State College for these two degree programs:

Major	N	Mean EJC	N	Mean Four-Year	Differential	P.C. Below 2.00	Correlation
Arts & Sciences WW	63	2.555	63	2.352	.20	17.5	.48
Arts & Sciences UW	154	2.762	151	2.149	.61	32.4	.36
Education WW	115	2.554	115	2.399	.16	20.0	.65
Education UW	65	2.796	65	2.376	.42	13.9	.54

The transfers to the University of Washington had higher EJC means than the transfers to Western Washington State College. The differentials obtained between means were greater for the EJC transfers to the University of Washington in both of the degree programs. However, it will be recalled that in the arts and sciences major at the University of Washington, 20 of the 49 students who earned grades below 2.00 were pre-majors. All of the transfers to Western Washington had declared a major.

The samples also were slightly different. The following summary shows the number of hours earned by the transfers at each of the transfer institutions:

	Per Cent 0-16 hrs.	Per Cent 17-48	Per Cent 49-89	Per Cent 90+
Arts & Sciences				
Western Washington	36.5	15.9	28.6	19.0
University of Washington	35.1	20.5	30.5	13.9
Education				
Western Washington	33.9	17.4	27.8	20.9
University of Washington	47.7	18.5	20.0	13.8

For arts and sciences majors, the percentages who earned grades for 16 hours or less were similar in both institutions. However, 19 per cent at Western had earned grades for 90 or more hours compared with 13.9 per cent at the University who had earned grades for 90 or more hours. It was in this hour-range that the differential between EJC-UW and EJC-WWSC was the smallest. Therefore, the fact that fewer students had earned grades for 90 hours or more at the University could have affected the size of the differential for the EJC transfers to that institution (if the differentials between the two transfer institutions are being compared.)

For education majors, the samples were more dissimilar. Approximately 48 per cent of the education majors were in their first quarter of attendance at the University compared with 33.9 per cent who were in their first quarter at Western. Only 13.8 per cent at the University had earned grades for 90 hours or more compared with 20.9 per cent who had earned grades for 90 or more hours at Western. The overall performance of the EJC education majors at the University was good, since only 13.9 per cent earned grades below

2.00. The performance of education majors was also good at Western, but 20.0 per cent earned grades below 2.00 as of fall quarter 1965.

Tables 78. to 86. inclusive show information for the EJC transfers who had attended another college before they enrolled at Everett Junior College and then transferred to Western Washington. Most of the tables presented for native EJC transfers are also presented for this group of transfers. The tables are more informational in nature and are included in the manual for whatever insights for counseling can be gleaned from the data.

Western Washington State College accepts junior college transfer students who have earned a cumulative average of C in their college work. However, only grades earned at Western Washington are computed for their grade-point average for graduation.

The follow-up study of EJC transfers to Western Washington State College has the following implications for counseling at Everett Junior College:

1. Students who earn high school grades below 2.5 or all-college predictions below 2.00 should be encouraged to remain at Everett Junior College until they have completed all their lower division requirements and can transfer to Western Washington with junior standing.

2. Students who earn junior college grade averages below 2.5 should be encouraged to remain in the junior college program until they have completed all their lower division work and can transfer to Western Washington with junior standing.

3. The differential between EJC-WWSC means was 0.20 for all EJC transfers and 0.17 for native EJC transfers. The size of the differentials would indicate that EJC transfers who are eligible to transfer to Western Washington have an excellent chance to succeed there.

4. The research revealed that the differential between EJC-WWSC means decreased as the students earned more hours at Western Washington State College.

5. Students should be apprised of a possible drop in cumulative average immediately after transfer. However, the follow-up study indicated that many EJC transfers at Western earned grades there similar to their EJC averages. Some were able to surpass their EJC averages at Western.

6. Students who earn top grades at Everett Junior College should be made aware of the tough competition for A and B grades at Western compared with the competition for A and B grades at the junior college level.

7. Western Washington State College includes only grades earned at Western Washington in the student's grade-point average for graduation.

Tables 70., 72., and/or 75. and 77. are especially recommended for use in counseling native EJC students who plan to transfer to Western Washington State College.

Table 63.

Performance of EJC Students Enrolled at Western Washington State College Fall Quarter 1965

Total Group

Distribution	WPCT - All-College Pred: Mean = 2.010 S.D. = .397 R = 1.10 - 3.10 N = 172				HSGPA Mean = 2.585 S.D. = .488 R = 1.38 - 3.94 N = 215				EJCGPA Mean = 2.617 S.D. = .441 R = 1.88 - 3.94 N = 225				WWSC GPA Mean = 2.416 S.D. = .493 R = 1.23 - 4.00 N = 225			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	1	1	.6	.6									1	1	.4	.4
1.25 - 1.49	10	11	5.8	6.4	2	2	.9	.9					3	4	1.4	1.8
1.50 - 1.74	34	45	19.8	26.2	7	9	3.3	4.2					11	15	4.9	6.7
1.75 - 1.99	32	77	18.6	44.8	14	23	6.5	10.7	1	1	.4	.4	22	37	9.7	16.4
2.00 - 2.24	48	125	27.9	72.7	31	54	14.4	25.1	52	53	23.2	23.6	51	88	22.7	39.1
2.25 - 2.49	27	152	15.7	88.4	40	94	18.6	43.7	49	102	21.7	45.3	47	135	20.9	60.0
2.50 - 2.74	12	164	6.9	95.3	42	136	19.6	63.3	50	152	22.3	67.6	33	168	14.7	74.7
2.75 - 2.99	3	167	1.8	97.1	38	174	17.6	80.9	30	182	13.3	80.9	27	195	12.0	86.7
3.00 - 3.24	5	172	2.9	100.0	21	195	9.8	90.7	20	202	8.9	89.8	15	210	6.6	93.3
3.25 - 3.49					11	206	5.1	95.8	10	212	4.4	94.2	10	220	4.5	97.8
3.50 - 3.74					6	212	2.8	98.6	8	220	3.6	97.8	3	223	1.3	99.1
3.75 - 4.00					3	215	1.4	100.0	5	225	2.2	100.0	2	225	.9	100.0

Correlation Coefficients

		HS GPA	EJC GPA	WWSC GPA	English Composite	All-College Pred.	English Pred.
N=215	HSGPA	---	.42	.33	.54	.84	.75
N=225	EJCGPA	.42	---	.62	.28	.49	.41
N=225	WWSC GPA	.33	.62	---	.23	.37	.32
N=175	English Composite	.54	.28	.23	---	.79	.89
N=172	All-College Pred.	.84	.49	.37	.79	---	.94
N=172	English Prediction	.75	.41	.32	.89	.94	---

N		Mean	S.D.
175	English Composite	46.0	7.8
172	English Prediction	2.062	.410

Performance of EJC Native Students Enrolled at Western Washington State College Fall Quarter 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				WWSC			
	Mean = 2.003 S.D. = .413 R = 1.10 - 3.10 N = 142				Mean = 2.571 S.D. = .503 R = 1.38 - 3.94 N = 173				Mean = 2.554 S.D. = .431 R = 1.88 - 3.94 N = 178				Mean = 2.382 S.D. = .502 R = 1.23 - 4.00 N = 178			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	1	1	.7	.7									1	1	.6	.6
1.25 - 1.49	9	10	6.3	7.0	2	2	1.2	1.2					3	4	1.6	2.2
1.50 - 1.74	30	40	21.2	28.2	7	9	4.0	5.2					11	15	6.2	8.4
1.75 - 1.99	29	69	20.4	48.6	9	18	5.2	10.4	1	1	.6	.6	19	34	10.7	19.1
2.00 - 2.24	34	103	23.9	72.5	28	46	16.2	26.6	49	50	27.5	28.1	42	76	23.6	42.7
2.25 - 2.49	21	124	14.8	87.3	34	80	19.6	46.2	44	94	24.7	52.8	36	112	20.2	62.9
2.50 - 2.74	10	134	7.1	94.4	37	117	21.4	67.6	39	133	21.9	74.7	23	135	12.9	75.8
2.75 - 2.99	3	137	2.1	96.5	21	138	12.2	79.8	18	151	10.1	84.8	20	155	11.3	87.1
3.00 - 3.24	5	142	3.5	100.0	17	155	9.8	89.6	13	164	7.3	92.1	12	167	6.7	93.8
3.25 - 3.49					10	165	5.8	95.4	5	169	2.8	94.9	7	174	4.0	97.8
3.50 - 3.74					5	170	2.9	98.3	5	174	2.9	97.8	2	176	1.1	98.9
3.75 - 4.00					3	173	1.7	100.0	4	178	2.2	100.0	2	178	1.1	100.0

Correlation Coefficients

		HS GPA	EJC GPA	WWSC GPA	English Composite	All-College Pred.	English Pred.
N=173	HSGPA	---	.44	.35	.54	.84	.76
N=178	EJCGPA	.44	---	.60	.33	.51	.44
N=178	WWSC GPA	.35	.60	---	.25	.38	.33
N=144	English Composite	.54	.33	.25	---	.80	.89
N=142	All-College Pred.	.84	.51	.38	.80	---	.94
N=142	English Prediction	.76	.44	.33	.89	.94	---

N		Mean	S.D.
144	English Composite	46.1	8.0
142	English Prediction	2.060	.423

Table 65.

Performance of EJC Native Male Students Enrolled at Western Washington State College Fall Quarter 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				WWSC GPA			
	Mean = 1.945 S.D. = .412 R = 1.30 - 3.10 N = 96				Mean = 2.448 S.D. = .474 R = 1.38 - 3.76 N = 121				Mean = 2.526 S.D. = .397 R = 1.88 - 3.81 N = 125				Mean = 2.381 S.D. = .462 R = 1.26 - 3.68 N - 125			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24																
1.25 - 1.49	9	9	9.4	9.4	2	2	1.7	1.7					3	3	2.4	2.4
1.50 - 1.74	25	34	26.0	35.4	6	8	4.9	6.6					4	7	3.2	5.6
1.75 - 1.99	20	54	20.9	56.3	9	17	7.4	14.0	1	1	.8	.8	15	22	12.0	17.6
2.00 - 2.24	19	73	19.7	76.0	27	44	22.4	36.4	36	37	28.8	29.6	30	52	24.0	41.6
2.25 - 2.49	13	86	13.6	89.6	23	67	19.0	55.4	31	68	24.8	54.4	26	78	20.8	62.4
2.50 - 2.74	6	92	6.2	95.8	26	93	21.5	76.9	24	92	19.2	73.6	17	95	13.6	76.0
2.75 - 2.99	1	93	1.1	96.9	13	106	10.7	87.6	16	108	12.8	86.4	16	111	12.8	88.8
3.00 - 3.24	3	96	3.1	100.0	6	112	5.0	92.6	11	119	8.8	95.2	8	119	6.4	95.2
3.25 - 3.49					5	117	4.1	96.7	3	122	2.4	97.6	5	124	4.0	99.2
3.50 - 3.74					3	120	2.5	99.2	1	123	.8	98.4	1	125	.8	100.0
3.75 - 4.00					1	121	.8	100.0	2	125	1.6	100.0				

Correlation Coefficients

		HS GPA	EJC GPA	WWSC GPA	English Composite	All-College Pred.	English Pred.
N=121	HSGPA	---	.34	.30	.52	.80	.72
N=125	EJCGPA	.34	---	.47	.32	.47	.42
N=125	WWSC GPA	.30	.47	---	.24	.36	.32
N=97	English Composite	.52	.32	.24	---	.79	.90
N=96	All-College Pred.	.80	.47	.36	.79	---	.94
N=96	English Prediction	.72	.42	.32	.90	.94	---

N		Mean	S.D.
97	English Composite	45.5	8.3
96	English Prediction	1.999	.422

Table 66.

Performance of Native EJC Female Students Enrolled Fall 1965 at Western Washington State College

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				WWSC GPA			
	Mean = 2.124 S.D. = .387 R = 1.10 - 3.10 N = 46				Mean = 2.858 S.D. = .448 R = 1.61 - 3.94 N = 52				Mean = 2.621 S.D. = .496 R = 2.05 - 3.94 N = 53				Mean = 2.386 S.D. = .584 R = 1.23 - 4.00 N = 53			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	1	1	2.2	2.2									1	1	1.9	1.9
1.25 - 1.49																
1.50 - 1.74	5	6	10.8	13.0	1	1	1.9	1.9					7	8	13.2	15.1
1.75 - 1.99	9	15	19.6	32.6									4	12	7.5	22.6
2.00 - 2.24	15	30	32.6	65.2	1	2	1.9	3.8	13	13	24.5	24.5	12	24	22.7	45.3
2.25 - 2.49	8	38	17.4	82.6	11	13	21.2	25.0	13	26	24.6	49.1	10	34	18.9	64.2
2.50 - 2.74	4	42	8.7	91.3	11	24	21.2	46.2	15	41	28.3	77.4	6	40	11.3	75.5
2.75 - 2.99	2	44	4.4	95.7	8	32	15.3	61.5	2	43	3.7	81.1	4	44	7.5	83.0
3.00 - 3.24	2	46	4.3	100.0	11	43	21.2	82.7	2	45	3.8	84.9	4	48	7.6	90.6
3.25 - 3.49					5	48	9.6	92.3	2	47	3.8	88.7	2	50	3.7	94.3
3.50 - 3.74					2	50	3.9	96.2	4	51	7.5	96.2	1	51	1.9	96.2
3.75 - 4.00					2	52	3.8	100.0	2	53	3.8	100.0	2	53	3.8	100.0

Correlation Coefficients

		HS GPA	EJC GPA	WWSC GPA	English Composite	All-College Pred.	English Pred.
N=52	HSGPA	---	.65	.54	.57	.91	.79
N=53	EJCGPA	.65	---	.79	.36	.62	.51
N=53	WWSC GPA	.54	.79	---	.29	.49	.44
N=47	English Composite	.57	.36	.29	---	.80	.89
N=46	All-College Prediction	.91	.62	.49	.80	---	.93
N=46	English Prediction	.79	.51	.44	.89	.93	---

N		Mean	S.D.
47	English Composite	47.2	7.3
46	English Prediction	2.187	.395

Table 67.

Comparison of HSGPA for EJC Native Students Enrolled at WWSC Fall Quarter 1965

Distribution	Snohomish County				S. Snohomish and King Counties				In-State				Out-of-State			
	Mean = 2.785 S.D. = .441 R = 1.82 - 3.94 N = 98				Mean = 2.170 S.D. = .360 R = 1.38 - 3.08 N = 51				Mean = 2.628 S.D. = .399 R = 2.07 - 3.41 N = 13				Mean = 2.458 S.D. = .536 R = 1.73 - 3.44 N = 11			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24																
1.25 - 1.49					2	2	3.9	3.9								
1.50 - 1.74					6	8	11.8	15.7					1	1	9.1	9.1
1.75 - 1.99	2	2	2.0	2.0	7	15	13.7	29.4								
2.00 - 2.24	8	10	8.2	10.2	12	27	23.5	52.9	3	3	23.1	23.1	5	6	45.4	54.5
2.25 - 2.49	16	26	16.3	26.5	16	43	31.4	84.3	2	5	15.4	38.5				
2.50 - 2.74	24	50	24.5	51.0	7	50	13.7	98.0	4	9	30.7	69.2	2	8	18.2	72.7
2.75 - 2.99	20	70	20.4	71.4					1	10	7.7	76.9				
3.00 - 3.24	12	82	12.3	83.7	1	51	2.0	100.0	2	12	15.4	92.3	2	10	18.2	90.9
3.25 - 3.49	8	90	8.1	91.8					1	13	7.7	100.0	1	11	9.1	100.0
3.50 - 3.74	5	95	5.1	96.9												
3.75 - 4.00	3	98	3.1	100.0												
	N	Mean	S.D.		N	Mean	S.D.		N	Mean	S.D.		N	Mean	S.D.	
WPCT-All-Coll.	84	2.144	.400		45	1.722	.276		10	1.980	.296		3	2.333	.544	
High School	98	2.785	.441		51	2.170	.360		13	2.628	.399		11	2.458	.536	
EJC	100	2.583	.438		53	2.393	.276		13	2.715	.459		12	2.853	.596	
WWSC	100	2.449	.529		53	2.231	.352		13	2.402	.497		12	2.474	.663	
	Everett			73	Seattle City Schools			30	In-State			13	Out-of-State			12*
	Snoh. & Monroe			10	Edmonds, S.Snoh. & N. King			19								
	Marysville			10	Other King			4								
	Arlington			2				53*								
	Lake Stevens			5												
				100*												
0-16 hrs. EJC	0				3	5.7 P.C.			0				0			
17-48 hrs. EJC	10	10.0 P.C.			9	16.9 P.C.			2	15.4 P.C.			3	25.0 P.C.		
49-89 hrs. EJC	39	39.0 P.C.			31	58.5 P.C.			4	30.8 P.C.			8	66.7 P.C.		
90+ hrs. EJC	51	51.0 P.C.			10	18.9 P.C.			7	53.8 P.C.			1	8.3 P.C.		
Below 2.00 WWSC	18	18.0 P.C.			11	20.8 P.C.			2	15.4 P.C.			3	25.0 P.C.		

*Total includes those for whom the name of the high school attended was available but no HSGPA recorded.

Table 68.

Performance of EJC Native Students Enrolled Fall 1965 at Western Washington State College
Distribution by WPCT - All-College Prediction

WPCT - All-College Prediction
N = 10
P.C.= 7.0

Distribution 0.00 - 1.49

English Composite
N = 10

English Prediction
N = 10

			71 +	61 70	51 60	41 50	31 40	0 30	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
Mean	1.310	No.				2	8						6	4
S.D.	.083	P.C.				20.0	80.0						60.0	40.0
Range	1.10 - 1.40													
		Mean	36.9	S.D.	3.3	Range	31 - 42		Mean	1.450	S.D.	.136	Range	1.20 - 1.40

Distribution 1.50 - 1.99
N = 59
P.C. = 41.6

N = 59

N = 59

			71 +	61 70	51 60	41 50	31 40	0 30	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
Mean	1.727	No.			4	33	21	1				14	41	4
S.D.	.138	P.C.			6.8	55.9	35.6	1.7				23.7	69.5	6.8
Range	1.50 - 1.90													
		Mean	41.3	S.D.	5.7	Range	28 - 58		Mean	1.778	S.D.	.212	Range	1.40 - 2.40

Distribution 2.00 - 2.49
N = 55
P.C. = 38.7

N = 55

N = 55

			71 +	61 70	51 60	41 50	31 40	0 30	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
Mean	2.182	No.		3	15	35	2				9	42	4	
S.D.	.139	P.C.		5.5	27.2	63.7	3.6				16.4	76.3	7.3	
Range	2.00 - 2.40													
		Mean	49.1	S.D.	5.4	Range	38 - 62		Mean	2.244	S.D.	.211	Range	1.80 - 2.90

Distribution 2.50 - 2.99
N = 13
P.C. = 9.2

N = 13

N = 13

			71 +	61 70	51 60	41 50	31 40	0 30	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
Mean	2.623	No.		1	9	3				1	11	1		
S.D.	.148	P.C.		7.7	69.2	23.1				7.7	84.6	7.7		
Range	2.50 - 2.90													
		Mean	54.4	S.D.	4.4	Range	48 - 64		Mean	2.654	S.D.	.165	Range	2.30 - 3.00

Distribution 3.00 - 4.00
N = 5
P.C. = 3.5

N = 5

N = 5

			71 +	61 70	51 60	41 50	31 40	0 30	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
Mean	3.060	No.		4	1					4	1			
S.D.	.049	P.C.		80.0	20.0					80.0	20.0			
Range	3.00 - 3.10													
		Mean	63.2	S.D.	5.5	Range	54 - 70		Mean	3.040	S.D.	1.20	Range	2.80 - 3.10

	71 +	61 70	51 60	41 50	31 40	0 30	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
Total No.		8	29	73	31	1		5	21	57	51	8
Total P.C.		5.7	20.4	51.4	21.8	.7		3.5	14.8	40.2	35.9	5.6

Total No. = 142

Total No. = 142

Total No. = 142

H.S. G.P.A.

N		4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
N = 10	No.				4	6		--
	P.C.				40.0	60.0		--
	Mean	1.920	S.D.	.196	Range	1.61 - 2.18		
N = 59	No.			17	34	7	1	--
	P.C.			28.8	57.6	11.9	1.7	--
	Mean	2.320	S.D.	298	Range	1.39-2.89		
N = 55	No.		13	32	9	1		--
	P.C.		23.6	58.2	16.4	1.8		--
	Mean	2.758	S.D.	310	Range	1.73-3.37		
N = 12	No.	2	8	2				(1)
	P.C.	16.7	66.6	16.7				--
	Mean	3.232	S.D.	259	Range	2.71-3.69		
N = 5	No.	4		1				--
	P.C.	80.0		20.0				--
	Mean	3.586	S.D.	.395	Range	2.83-3.94		
		6	21	52	47	14	1	
		4.3	14.9	36.9	33.3	9.9	.7	

Total No. = 141

EJC G.P.A.

N	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
N = 10		1	2	7			--
		10.0	20.0	70.0			--
	Mean 2.386	S.D.	343	Range	2.07-3.11		
	Mean Hrs. Earned 76.4	S.D.	20.0				
N = 59		2	16	41			--
		3.4	27.1	69.5			--
	Mean 2.372	S.D.	289	Range	2.05 - 3.37		
	Mean Hrs. Earned	75.3	S.D.	22.3			
N = 55		8	20	27			--
		14.5	36.4	49.1			--
	Mean 2.554	S.D.	329	Range	2.08-3.32		
	Mean Hrs. Earned	82.1	S.D.	21.1			
N = 13	1	1	8	3			--
	7.7	7.7	61.5	23.1			--
	Mean 2.775	S.D.	373	Range	2.16 - 3.67		
	Mean Hrs. Earned	79.8	S.D.	22.8			
N = 5	3	1	1				--
	60.0	20.0	20.0				--
	Mean 3.474	S.D.	.439	Range	2.71-3.94		
	Mean Hrs. Earned	93.2	S.D.	6.0			
	4	13	47	78			
	2.8	9.2	33.1	54.9			

Total No. = 142

WWSC G.P.A.

N	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
N = 10		1	1	7	1		--
		10.0	10.0	70.0	10.0		--
	Mean 2.258	S.D.	308	Range	1.84-3.04		
	Mean Hrs. Earned	37.2	S.D.	37.2			
N = 59		4	11	30	11	3	--
		6.8	18.6	50.9	18.6	5.1	--
	Mean 2.243	S.D.	433	Range	1.23-3.20		
	Mean Hrs. Earned	49.0	S.D.	37.8			
N = 55		5	17	20	13		--
		9.1	30.9	36.4	23.6		--
	Mean 2.378	S.D.	440	Range	1.53-3.19		
	Mean Hrs. Earned	51.6	S.D.	35.8			
N = 13	1	2	3	6	1		--
	7.7	15.4	23.1	46.1	7.7		--
	Mean 2.581	S.D.	.547	Range	1.66-3.52		
	Mean Hrs. Earned	57.3	S.D.	37.8			
N = 5	1	3		1			--
	20.0	60.0		20.0			--
	Mean 3.222	S.D.	.450	Range	2.40-3.77		
	Mean Hrs. Earned	52.0	S.D.	31.1			
	2	15	32	64	26	3	
	1.4	10.6	22.5	45.1	18.3	2.1	

Total No. = 142

Table 69.

Performance of Native EJC Students Enrolled at Western Washington State College Fall Quarter 1965
Distribution by High School GPA

WPCT - All-College Prediction

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
N = 15							
No.				1	8	6	(3)
P.C.				6.7	53.3	40.0	--
	Mean	1.553	S.D.	.283	Range	1.1 - 2.3	
N = 47							
No.				9	34	4	(15)
P.C.				19.1	72.4	8.5	--
	Mean	1.732	S.D.	.211	Range	1.3 - 2.2	
N = 52							
No.		1	2	32	17		(6)
P.C.		1.9	3.9	61.5	32.7		--
	Mean	2.088	S.D.	.264	Range	1.5 - 3.1	
N = 21							
No.			8	13			(6)
P.C.			38.1	61.9			--
	Mean	2.410	S.D.	.185	Range	2.1 - 2.9	
N = 6							
No.		4	2				(2)
P.C.		66.7	33.3				--
	Mean	2.983	S.D.	.107	Range	2.8 - 3.1	
Total No.		5	12	55	59	10	
Total P.C.		3.6	8.5	39.0	41.8	7.1	

Total No. = 141

H.S. G.P.A.

N = 18
P.C. = 10.4

Distribution 0.00 - 1.99

Mean	1.731
S.D.	.164
Range	1.38 - 1.95

Distribution 2.00 - 2.49
N = 62
P.C. = 35.9

Mean	2.271
S.D.	.147
Range	2.00 - 2.49

Distribution 2.50 - 2.99
N = 58
P.C. = 33.5

Mean	2.703
S.D.	.138
Range	2.50 - 2.97

Distribution 3.00 - 3.49
N = 27
P.C. = 15.6

Mean	3.205
S.D.	.133
Range	3.00 - 3.45

Distribution 3.50 - 4.00
N = 8
P.C. = 4.6

Mean	3.691
S.D.	.135
Range	3.51 - 3.94

Total No. = 173

EJC G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
N = 18							
No.	1		4	13			--
P.C.	5.6		22.2	72.2			--
	Mean	2.444	S.D.	.391	Range	2.08-3.81	
	Mean Hrs. Earned			72.9	S.D.	17.3	
N = 62							
No.	1	2	16	42	1		--
P.C.	1.6	3.2	25.8	67.8	1.6		--
	Mean	2.394	S.D.	.307	Range	1.88-3.50	
	Mean Hrs. Earned			73.3	S.D.	26.1	
N = 58							
No.		9	22	27			--
P.C.		15.5	37.9	46.6			--
	Mean	2.543	S.D.	.360	Range	2.02 - 3.37	
	Mean Hrs. Earned			81.5	S.D.	20.0	
N = 27							
No.	3	4	11	9			--
P.C.	11.1	14.8	40.8	33.3			--
	Mean	2.754	S.D.	.475	Range	2.15 - 3.94	
	Mean Hrs. Earned			75.9	S.D.	26.5	
N = 8							
No.	4	3	1				--
P.C.	50.0	37.5	12.5				--
	Mean	3.455	S.D.	.337	Range	2.97 - 3.94	
	Mean Hrs. Earned			91.3	S.D.	8.0	
Total No.	9	18	54	91	1		
Total P.C.	5.2	10.4	31.2	52.6	.6		

Total No. = 173

WWSC G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
N = 18							
No.		1	4	12	1		--
P.C.		5.6	22.2	66.6	5.6		--
	Mean	2.337	S.D.	.402	Range	1.84-3.43	
	Mean Hrs. Earned			42.4	S.D.	44.3	
N = 62							
No.	1	3	10	30	14	4	--
P.C.	1.6	4.9	16.1	48.4	22.5	6.5	--
	Mean	2.194	S.D.	.451	Range	1.23-3.68	
	Mean Hrs. Earned			45.2	S.D.	33.4	
N = 58							
No.		6	18	24	10		--
P.C.		10.3	31.1	41.4	17.2		--
	Mean	2.392	S.D.	.419	Range	1.5 - 3.19	
	Mean Hrs. Earned			55.2	S.D.	37.7	
N = 27							
No.	1	5	6	10	5		--
P.C.	3.7	18.5	22.2	37.1	18.5		--
	Mean	2.536	S.D.	.562	Range	1.66-4.00	
	Mean Hrs. Earned			59.0	S.D.	39.4	
N = 8							
No.	2	4	2				--
P.C.	25.0	50.0	25.0				--
	Mean	3.274	S.D.	.347	Range	2.58 - 3.77	
	Mean Hrs. Earned			44.4	S.D.	29.6	
Total No.	4	19	40	76	30	4	
Total P.C.	2.3	11.0	23.1	44.0	17.3	2.3	

Total No. = 173

Table 70.

Performance of EJC Native Students Enrolled Fall 1965 at Western Washington State College
Distribution by EJC GPA

WPCT - All-College Prediction

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
N = 45							
No.			2	10	28	5	(5)
P.C			4.4	22.3	62.2	11.1	--
Mean	1.820	S.D.	.318	Range	1.1 - 2.6		
N = 33							
No.			1	17	13	2	(11)
P.C			3.0	51.5	39.4	6.1	--
Mean	1.942	S.D.	.288	Range	1.3 - 2.5		
N = 47							
No.		1	8	20	16	2	(10)
P.C		2.1	17.0	42.6	34.0	4.3	--
Mean	2.077	S.D.	.424	Range	1.3 - 3.1		
N = 13							
No.		1	1	8	2	1	(5)
P.C		7.7	7.7	61.5	15.4	7.7	--
Mean	2.215	S.D.	.384	Range	1.4 - 3.0		
N = 4							
No.		3	1				(5)
P.C.		75.0	25.0				--
Mean	3.000	S.D.	.122	Range	2.8 - 3.1		
Total No.		5	13	55	59	10	
Total P.C.		3.5	9.2	38.7	41.6	7.0	

Total No. = 142

H.S. G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
N = 49							
No.		4	16	21	7	1	(1)
P.C		8.2	32.6	42.9	14.3	2.0	--
Mean	2.358	S.D.	.426	Range	1.39 - 3.32		
N = 43							
No.		5	11	22	4	1	(1)
P.C		11.6	25.6	51.2	9.3	2.3	--
Mean	2.467	S.D.	.410	Range	1.38 - 3.32		
N = 54							
No.	1	11	22	16	4		(3)
P.C	1.9	20.3	40.8	29.6	7.4		--
Mean	2.630	S.D.	.439	Range	1.73 - 3.56		
N = 18							
No.	3	4	9	2			--
P.C	16.7	22.2	50.0	11.1			--
Mean	2.901	S.D.	.449	Range	2.08 - 3.67		
N = 9							
No.	4	3		1	1		--
P.C.	44.4	33.4		11.1	11.1		--
Mean	3.216	S.D.	.746	Range	1.73 - 3.94		
Total No.	8	27	58	62	16	2	
Total P.C.	4.6	15.6	33.5	35.8	9.3	1.2	

Total No. = 173

EJC.G.P.A.

N = 50
P.C.= 28.1

Distribution 0.00 - 2.24

Mean = 2.137 | S.D. = .069
Range = 1.88 - 2.24
Mean Hrs. Earned = 72.0 | S.D. = 23.6
Grade Diff. EJC-WWSC = -.01

Distribution 2.25 - 2.49
N = 44
P.C.= 24.7

Mean = 2.344 | S.D. = .068
Range = 2.25 - 2.48
Mean Hrs. Earned = 75.8 | S.D. = 25.7
Grade Diff. EJC - WWSC = -.12

Distribution 2.50 - 2.99
N = 57
P.C.= 32.0

Mean = 2.704 | S.D. = .144
Range = 2.50 - 2.99
Mean Hrs. Earned = 80.2 | S.D. = 19.5
Grade Diff. EJC-WWSC = -.24

Distribution 3.00 - 3.49
N = 18
P.C.= 10.1

Mean = 3.179 | S.D. = .133
Range = 3.01 - 3.48
Mean Hrs. Earned = 88.5 | S.D. = 20.5
Grade Diff. EJC-WWSC = -.39

Distribution 3.50 - 4.00
N = 9
P.C.= 5.1

Mean = 3.707 | S.D. = .161
Range = 3.50 - 3.94
Mean Hrs. Earned = 78.6 | S.D. = 24.8
Grade Diff. EJC-WWSC = -.47

Total No. = 178

WWSC G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
N = 50							
No.			3	34	13		--
P.C.			6.0	68.0	26.0		--
Mean	2.127	S.D.	.246	Range	1.50 - 2.80		
Mean Hrs. Earned	= 53.5	S.D.	= 37.6				
N = 44							
No.	1	1	9	20	10	3	--
P.C.	2.3	2.2	20.5	45.5	22.7	6.8	
Mean	2.222	S.D.	.490	Range	1.23 - 3.68		
Mean Hrs. Earned	= 48.5	S.D.	= 38.0				
N = 57							
No.		9	19	23	6		--
P.C.		15.8	33.3	40.4	10.5		--
Mean	2.467	S.D.	.432	Range	1.66 - 3.46		
Mean Hrs. Earned	= 50.3	S.D.	= 38.0				
N = 18							
No.		4	12	1	1		--
P.C.		22.2	66.7	5.5	5.6		--
Mean	2.788	S.D.	.309	Range	1.89 - 3.26		
Mean Hrs. Earned	= 50.0	S.D.	= 37.9				
N = 9							
No.	3	5				1	--
P.C.	33.3	55.6				11.1	--
Mean	3.239	S.D.	.711	Range	1.36 - 4.00		
Mean Hrs. Earned	= 51.0	S.D.	= 35.4				
Total No.	4	19	43	78	30	4	
Total P.C.	2.2	10.7	24.2	43.8	16.9	2.2	

Total No. = 178

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Table 71.

Performance of EJC Native Students Enrolled Fall 1965 at Western Washington State College
Distribution by WWSC GPA

	WPCT - All-College Prediction							H.S. G.P.A.							EJC G.P.A.							WWSC G.P.A.
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W	
	N = 3							N = 4							N = 4							N = 4 P.C. = 2.2 Distribution 0.00 - 1.49
No.					3		(1)				4			--	1			3			--	Mean = 1.320 S.D. = .080 Range = 1.23 - 1.43
P.C.					100.0		--				100.0			--	25.0			75.0			--	Mean Hrs. Earned= 11.3 S.D.= 2.9 Grade Diff. EJC-WWSC = - 1.3
	Mean	1.767	S.D.	.047	Range	1.70 - 1.80		Mean	2.318	S.D.	.149	Range	2.09 - 2.46		Mean	2.588	S.D.	.527	Range	2.26 - 3.50		
															Mean Hrs. Earned = 65.3				S.D.= 26.1			
	N = 26							N = 30							N = 30							Distribution 1.50 - 1.99 N = 30 P.C. = 16.9
No.			1	13	11	1	(4)		5	10	14	1		--		1	6	22	1		--	Mean = 1.790 S.D. = .129 Range = 1.50 - 1.99
P.C.			3.8	50.0	42.4	3.8	--		16.7	33.3	46.7	3.3		--		3.3	20.0	73.4	3.3		--	Mean Hrs. Earned = 36.5 S.D.= 28.2 Grade Diff. EJC-WWSC = - .54
	Mean	1.969	S.D.	.297	Range	1.4 - 2.6		Mean	2.530	S.D.	.381	Range	1.92 - 3.37		Mean	2.329	S.D.	.256	Range	1.88-3.07		
															Mean Hrs. Earned = 76.5				S.D. = 23.2			
	N = 64							N = 76							N = 78							Distribution 2.00 - 2.49 N = 78 P.C. = 43.8
No.		1	6	20	30	7	(14)		10	24	30	10	2	(2)		1	23	54			--	Mean = 2.216 S.D. = .132 Range = 2.00 - 2.47
P.C.		1.6	9.3	31.3	46.9	10.9	--		13.2	31.5	39.5	13.2	2.6	--		1.3	29.5	69.2			--	Mean Hrs. Earned = 50.9 S.D.= 37.6 Grade Diff. EJC-WWSC = - .16
	Mean	1.895	S.D.	.392	Range	1.1 - 3.1		Mean	2.445	S.D.	.474	Range	1.38 - 3.37		Mean	2.376	S.D.	.278	Range	2.02-3.48		
															Mean Hrs. Earned = 74.0				S.D. = 25.1			
	N = 32							N = 40							N = 43							Distribution 2.50 - 2.99 N = 43 P.C. = 24.2
No.			3	17	11	1	(11)	2	6	18	10	4		(3)		12	19	12			--	Mean = 2.716 S.D. = .146 Range = 2.50 - 2.98
P.C.			9.4	53.1	34.4	3.1	--	5.0	12.5	47.5	25.0	10.0		--		27.9	44.2	27.9			--	Mean Hrs. Earned = 59.0 S.D.= 40.6 Grade Diff. EJC-WWSC = + .001
	Mean	2.066	S.D.	.354	Range	1.4 - 2.9		Mean	2.633	S.D.	.459	Range	1.72 - 3.67		Mean	2.715	S.D.	.349	Range	2.08 - 3.37		
															Mean Hrs. Earned = 81.8				S.D. = 19.3			
	N = 17							N = 23							N = 23							Distribution 3.00 - 4.00 N = 23 P.C. = 12.9
No.		4	3	5	4	1	(6)	6	6	6	4	1		--	8	4	9	2			--	Mean = 3.286 S.D. = .258 Range = 3.00 - 4.00
P.C.		23.5	17.7	29.4	23.5	5.9	--	26.1	26.1	26.1	17.4	4.3		--	34.8	17.4	39.1	8.7			--	Mean Hrs. Earned = 60.6 S.D.= 37.3 Grade Diff. EJC-WWSC = + .14
	Mean	2.382	S.D.	.515	Range	1.4 - 3.1		Mean	2.976	S.D.	.602	Range	1.73-3.94		Mean	3.147	S.D.	.492	Range	2.29 - 3.94		
															Mean Hrs. Earned = 85.1				S.D. = 18.9			
Total No.		5	13	55	59	10		8	27	58	62	16	2		9	18	57	93	1			
Total P.C.		3.5	9.2	38.7	41.6	7.0		4.6	15.6	33.5	35.9	9.2	1.2		5.0	10.1	32.0	52.3	.6			
	Total No. = 142							Total No. = 173							Total No. = 178							Total No. = 178

Table 72.

Performance of Native EJC Students at Western Washington State College Enrolled at WWSC Fall Quarter 1965
Distribution by EJC GPA and Hours Earned

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 0-16

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	Hours Earned WWSC 0 16	17 48	49 89	90 +
WPCT	1	1.70	--	1							
H.S.	1	2.04	--		1						
EJC	1	2.07	--								
WWSC	1	2.44	--		1					1	
Grade Diff EJC-WW		+ .37									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 0-16

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	Hours Earned WWSC 0 16	17 48	49 89	90 +
WPCT	1	1.82	--	1							
H.S.	2	2.28	.11		2						
EJC	2	2.34	.04								
WWSC	2	2.18	.18		2			1		1	
Grade Diff EJC-WW		- .16									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 0-16

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	Hours Earned WWSC 0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
WWSC											
Grade Diff EJC-WW											

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 17-48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	Hours Earned WWSC 0 16	17 48	49 89	90 +
WPCT	8	1.82	.36	6	1	1					
H.S.	10	2.45	.39	1	4	4	1				
EJC	10	2.14	.11								
WWSC	10	2.15	.22	2	7	1		2	1	4	3
Grade Diff EJC-WW		+ .01									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 17-48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	Hours Earned WWSC 0 16	17 48	49 89	90 +
WPCT	4	2.00	.39	1	2	1					
H.S.	6	2.53	.52	1	2	1	2				
EJC	6	2.36	.06								
WWSC	6	2.12	.40	3	2	1		3		1	2
Grade Diff EJC-WW		- .24									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 17-48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	Hours Earned WWSC 0 16	17 48	49 89	90 +
WPCT	5	2.02	.22	1	4						
H.S.	6	2.72	.43		2	2	2				
EJC	6	2.67	.08								
WWSC	6	2.47	.48	1	1	3	1	3	2	1	
Grade Diff EJC-WW		- .20									

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 49-89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	Hours Earned WWSC 0 16	17 48	49 89	90 +
WPCT	22	1.86	.28	17	4	1					
H.S.	24	2.38	.46	4	10	7	3				
EJC	25	2.14	.05								
WWSC	25	2.12	.23	5	20			10	7	3	5
Grade Diff EJC-WW		+.02									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 49-89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	Hours Earned WWSC 0 16	17 48	49 89	90 +
WPCT	17	1.88	.28	9	8						
H.S.	21	2.34	.37	4	10	7					
EJC	21	2.35	.07								
WWSC	21	2.22	.57	7	8	4	2	10	2	5	4
Grade Diff EJC-WW		- .13									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 49-89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	Hours Earned WWSC 0 16	17 48	49 89	90 +
WPCT	23	2.00	.45	11	8	4					
H.S.	25	2.48	.46	4	9	8	4				
EJC	28	2.69	.14								
WWSC	28	2.41	.42	4	10	12	2	11	4	7	6
Grade Diff EJC-WW		- .28									

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 90 +

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	Hours Earned WWSC 0 16	17 48	49 89	90 +
WPCT	14	1.76	.34	9	5						
H.S.	14	2.28	.37	3	6	5					
EJC	14	2.14	.05								
WWSC	14	2.10	.28	6	6	2		3	3	5	3
Grade Diff EJC-WW		-.04									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 90 +

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	Hours Earned WWSC 0 16	17 48	49 89	90 +
WPCT	11	2.03	.23	4	7						
H.S.	14	2.65	.36		8	3	3				
EJC	15	2.33	.06								
WWSC	15	2.27	.42	3	8	4		3	5	4	3
Grade Diff EJC-WW		- .06									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 90 +

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	Hours Earned WWSC 0 16	17 48	49 89	90 +
WPCT	19	2.18	.41	6	8	4	1				
H.S.	23	2.77	.36		5	12	6				
EJC	23	2.72	.16								
WWSC	23	2.54	.43	1	12	4	6	8		9	6
Grade Diff EJC-WW		- .18									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 0 - 16

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	Hours Earned WWSC 0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
WWSC											
Grade Diff. EJC-WW											

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 0 - 16

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	Hours Earned WWSC 0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
WWSC											
Grade Diff. EJC-WW											

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 17 - 48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	0	---	--								
H.S.	1	3.18	--				1				
EJC	1	3.48	--								
WWSC	1	2.34	--		1						1
Grade Diff. EJC-WW		-.11									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 17 - 48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	0	---	--								
H.S.	1	2.09	--		1						
EJC	1	3.50	--								
WWSC	1	1.36	--	1				1			
Grade Diff. EJC-WW		-2.1									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 49 - 89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	1	2.30	--		1						
H.S.	4	3.20	.45			1	3				
EJC	4	3.23	.13								
WWSC	4	2.80	.15			4		1	2		1
Grade Diff. EJC-WW		-.43									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 49 - 89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	2	3.05	.05				2				
H.S.	4	3.21	.88	1			3				
EJC	4	3.70	.10								
WWSC	4	3.31	.12				4	1		2	1
Grade Diff. EJC-WW		-.39									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 90 +

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	12	2.21	.40	3	7	1	1				
H.S.	13	2.79	.41		2	8	3				
EJC	13	3.14	.10								
WWSC	13	2.82	.33	1		8	4	4	3	5	1
Grade Diff. EJC-WW		-.32									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 90+

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	2	2.95	.15			1	1				
H.S.	4	3.50	.29				4				
EJC	4	3.76	.19								
WWSC	4	3.64	.28				4	1	1	2	
Grade Diff. EJC-WW		-.12									

Summary

	WPCT	H.S.	EJC	WWSC
0.00 - 1.99	69	18	1	34
2.00 - 2.49	55	62	93	78
2.50 - 2.99	13	58	57	43
3.00 - 4.00	5	35	27	23
Total No. =	142	173	178	178

	Hrs. WWSC	Hrs. EJC
0 - 16	62	3
17 - 48	30	24
49 - 89	50	82
90 +	36	69

Table 73.

Performance of EJC Native Students Enrolled at WWSC Fall Quarter 1965
Distribution by WWSC GPA and Hours

WWSC GPA	0.00 - 1.99			2.00 - 2.49			2.50 - 2.99			3.00 - 3.49			3.50 - 4.00		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
16 hours or less															
WPCT	15	1.933	.313	23	1.791	.398	10	2.040	.310	4	2.550	.439			
HS	17	2.515	.379	27	2.272	.440	11	2.785	.472	5	2.892	.680	2	2.685	.365
EJC	17	2.434	.329	27	2.437	.266	11	2.694	.372	5	3.208	.340	2	3.195	.745
WWSC	17	1.606	.186	27	2.152	.122	11	2.653	.135	5	3.242	.187	2	3.840	.160
Grade Diff. WW-EJC		-.828			-.285			-.326			+.034			+.645	
17-48 hours															
WPCT	6	2.100	.245	8	1.963	.400	5	2.000	.297	1	1.900		1	3.100	
HS	8	2.624	.418	10	2.509	.436	8	2.379	.408	1	2.330		1	3.820	
EJC	8	2.316	.346	12	2.236	.173	8	2.856	.380	1	2.980		1	3.940	
WWSC	8	1.835	.115	12	2.225	.142	8	2.693	.140	1	3.000		1	3.770	
Grade Diff. WW-EJC		-.481			-.011			-.163			+.020			-.170	
49-89 hours															
WPCT	6	1.867	.236	19	1.863	.272	8	2.188	.293	6	2.400	.572	1	2.800	
HS	7	2.366	.264	23	2.567	.377	9	2.706	.296	8	3.089	.594	1	3.690	
EJC	7	2.194	.157	23	2.396	.260	11	2.793	.294	8	3.125	.488	1	3.670	
WWSC	7	1.883	.065	23	2.262	.104	11	2.759	.111	8	3.203	.121	1	3.520	
Grade Diff. WW-EJC		-.311			-.134			-.034			+.078			-.150	
90+ hours															
WPCT	2	1.850	.150	14	2.071	.446	9	2.022	.442	4	2.025	.238			
HS	2	2.435	.065	16	2.521	.582	12	2.610	.503	5	2.814	.415			
EJC	2	2.485	.045	16	2.350	.340	13	2.580	.298	5	2.874	.358			
WWSC	2	1.910	.060	16	2.250	.136	13	2.748	.163	5	3.126	.042			
Grade Diff. WW-EJC		-.575			-.100			+.168			+.252				

Performance of EJC Native Students Enrolled Fall 1965 at Western Washington State College
Distribution by Hours Earned at WWSC

	WWSC Hours 0-16			WWSC Hours 17-48			WWSC Hours 49-89			WWSC Hours 90+		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
High School	62	2.493	.505	28	2.545	.485	48	2.674	.473	35	2.589	.527
Everett Junior College	62	2.568	.416	30	2.504	.480	50	2.597	.457	36	2.513	.364
WWSC	62	2.234	.574	30	2.323	.453	50	2.494	.452	36	2.533	.375
English Composite	52	46.0	8.1	22	47.3	6.5	41	45.3	7.4	29	46.3	9.4
All-College Prediction	52	1.938	.415	21	2.062	.396	40	2.033	.409	29	2.034	.411
English Prediction	52	1.983	.422	21	2.129	.401	40	2.093	.391	29	2.103	.459
Grade Differential WWSC-EJC		-.334			-.181			-.103			+.020	

Correlation Coefficients

WWSC Hours 0-16

	HS	EJC	WW	Engl. C.	All-Coll.	Engl.P.
High School	---	.29	.26	.56	.87	.76
Everett Junior College	.29	---	.52	.38	.45	.39
Western Washington	.26	.52	---	.29	.32	.27
English Composite	.56	.38	.29	---	.79	.90
All-College Prediction	.87	.45	.32	.79	---	.94
English Prediction	.76	.39	.27	.90	.94	---

WWSC 17-48

	HS	EJC	WW	Engl.C.	All-Coll.	Engl.P.
High School	---	.37	.23	.69	.80	.84
Everett Junior College	.37	---	.74	.39	.50	.48
Western Washington	.23	.74	---	.17	.38	.30
English Composite	.69	.39	.17	---	.84	.92
All-College Prediction	.80	.50	.38	.84	---	.95
English Prediction	.84	.48	.30	.92	.95	---

WWSC Hours 49-89

	HS	EJC	WW	Engl.C.	All-Coll.	Engl.P.
High School	---	.65	.58	.56	.89	.83
Everett Junior College	.65	---	.79	.35	.68	.60
Western Washington	.58	.79	---	.38	.62	.59
English Composite	.56	.35	.38	---	.78	.89
All-College Prediction	.89	.68	.62	.78	---	.96
English Prediction	.83	.60	.59	.89	.96	---

WWSC Hours 90+

	HS	EJC	WW	Engl.C.	All-Coll.	Engl.P.
High School	---	.53	.38	.46	.77	.62
Everett Junior College	.53	---	.48	.30	.40	.29
Western Washington	.28	.48	---	.14	.08	.06
English Composite	.46	.30	.14	---	.84	.92
All-College Prediction	.77	.40	.08	.84	---	.92
English Prediction	.62	.29	.06	.92	.92	---

Table 75.

Performance of Native EJC Students Enrolled at Western Washington State College Fall 1965
Major: Arts and Sciences

Achieved Grades	WPCT - All-College Prediction									
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
High School										
3.50 - 4.00		1							1	2.0
3.00 - 3.49			1	3					4	7.8
2.50 - 2.99		1	2	11	6				20	39.2
2.00 - 2.49				3	11	4			18	35.3
1.50 - 1.99				1	3	4			8	15.7
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		2	3	18	20	8			51	
Per Cent		3.9	5.9	35.3	39.2	15.7				100.0
EJC										
3.50 - 4.00										
3.00 - 3.49		1		5	1	1			8	15.7
2.50 - 2.99		1	3	6	3	1			14	27.4
2.00 - 2.49				7	16	6			29	56.9
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		2	3	18	20	8			51	
Per Cent		3.9	5.9	35.3	39.2	15.7				100.0
WWSC										
3.50 - 4.00										
3.00 - 3.49		1		2		1			4	7.8
2.50 - 2.99				6	6	1			13	25.5
2.00 - 2.49		1	2	7	8	5			23	45.1
1.50 - 1.99			1	3	6	1			11	21.6
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		2	3	18	20	8			51	
Per Cent		3.9	5.9	35.3	39.2	15.7				100.0

	WWSC GPA									
EJC	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00										
3.00 - 3.49		4	6	1					11	17.5
2.50 - 2.99			6	9	3				18	28.5
2.00 - 2.49	1		5	20	8				34	54.0
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total	1	4	17	30	11				63	
Per Cent	1.6	6.3	27.0	47.6	17.5					100.0

Total Group	Mean	S.D.	Range
N=51 All-Coll.	1.931	.413	1.30 - 3.10
N=61 H.S.	2.435	.468	1.38 - 3.58
N=63 EJC	2.555	.391	2.07 - 3.48
N=63 WWSC	2.352	.443	1.50 - 3.68
N=53 Engl. C.	45.1	8.1	32 - 70
N=51 Engl. P.	1.996	.413	1.30 - 3.10

EJC			WWSC		
Hours	No.	P.C.	Hours	No.	P.C.
0-16	2	3.2	0-16	23	36.5
17-48	8	12.7	17-48	10	15.9
49-89	29	46.0	49-89	18	28.6
90+	24	38.1	90+	12	19.0

Correlation Coefficients

	HS	EJC	WW	Engl.C.	All-Coll.	Engl. P.
HS	---	.48	.19	.45	.76	.67
EJC	.48	---	.48	.37	.55	.50
WWSC	.19	.48	---	.15	.21	.21
Engl.C.	.45	.37	.15	---	.75	.88
All-College	.76	.55	.21	.75	---	.93
English Pred.	.67	.50	.21	.88	.93	---

Table 76.

Arts and Sciences: Major Field

Major	No.	Below 2.00 WWSC
Art	6	2
Biology	8	1
Chemistry	4	1
Economics	12	2
Geology	1	
History	5	
Home Economics	4	2
Mathematics	2	
Recreation - Men	4	1
Physics	2	
Political Science	5	
Psychology	5	2
Sociology	3	
Speech	1	
Business	1	
	63	11

Hours Earned	EJC	WW
0-16		5
17-48	2	3
49-89	5	2
90+	4	1
	11	11

Table 77.

Performance of Native EJC Students Enrolled at Western Washington State College Fall 1965
Major: Education

Achieved Grades	WPCT - All-College Prediction									
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
High School										
3.50 - 4.00		3	2						5	5.5
3.00 - 3.49			7	10					17	18.7
2.50 - 2.99				21	11				32	35.1
2.00 - 2.49				6	23				29	31.9
1.50 - 1.99					4	2			6	6.6
1.00 - 1.49					1				1	1.1
0.50 - 0.99										
No H. S. Record			1						1	1.1
Total		3	10	37	39	2			91	
Per Cent		3.3	11.0	40.6	42.9	2.2				100.0
EJC										
3.50 - 4.00		3	1						4	4.4
3.00 - 3.49			1	3	1				5	5.5
2.50 - 2.99			5	14	13	1			33	36.3
2.00 - 2.49			3	20	25	1			49	53.8
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total		3	10	37	39	2			91	
Per Cent		3.3	11.0	40.6	42.9	2.2				100.0
WWSC										
3.50 - 4.00		1	1						2	2.2
3.00 - 3.49		2	2	3	4				11	12.1
2.50 - 2.99			3	11	5				19	20.9
2.00 - 2.49			4	13	22	2			41	45.0
1.50 - 1.99				10	5				15	16.5
1.00 - 1.49					3				3	3.3
0.50 - 0.99										
0.00 - 0.49										
Total		3	10	37	39	2			91	
Per Cent		3.3	11.0	40.6	42.9	2.2				100.0

	WWSC GPA									
EJC	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00	3	5				1			9	7.8
3.00 - 3.49			6		1				7	6.1
2.50 - 2.99		9	13	14	3				39	33.9
2.00 - 2.49		1	7	34	14	3			59	51.3
1.50 - 1.99					1				1	.9
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total	3	15	26	48	19	4			115	
Per Cent	2.6	13.1	22.6	41.7	16.5	3.5				100.0

Total Group		Mean	S.D.	Range
N=91		2.043	.407	1.10 - 3.10
N=112	HS	2.645	.506	1.39 - 3.94
N=115	EJC	2.554	.452	1.88 - 3.94
N=115	WWSC	2.399	.531	1.23 - 4.00
N=91	Engl.C.	46.6	7.9	28 -64
N=91	Engl.P.	2.096	.424	1.20 - 3.10

EJC			WW		
Hours	No.	P.C.	Hours	No.	P.C.
0-16	1	.9	0-16	39	33.9
17-48	16	13.9	17-48	20	17.4
49-89	53	46.1	49-89	32	27.8
90+	45	39.1	90+	24	20.9

Correlation Coefficients

	HS	EJC	WW	Engl. C.	All-Coll.	Engl. P.
HS	---	.44	.41	.58	.88	.80
EJC	.44	---	.65	.30	.50	.41
WWSC	.41	.65	---	.30	.46	.39
Engl. C.	.58	.30	.30	---	.82	.90
All-College	.88	.50	.46	.82	---	.94
English Pred.	.80	.41	.39	.90	.94	---

Table 78.

Performance of EJC Students at WWSC Who Initiated Their Education at Another College
Enrolled Fall Quarter 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				WWSC			
	Mean – 2.043 S.D. = .311 R = 1.30 - 2.70 N = 30				Mean = 2.642 S.D. = .419 R = 1.75 - 3.50 N = 42				Mean = 2.852 S.D. = .397 R = 2.07 - 3.81 N = 47				Mean = 2.542 S.D. = .433 R = 1.76 - 3.61 N = 47			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24																
1.25 - 1.49	1	1	3.3	3.3												
1.50 – 1.74	4	5	13.4	16.7												
1.75 - 1.99	3	8	10.0	26.7	5	5	11.9	11.9					3	3	6.4	6.4
2.00 - 2.24	14	22	46.6	73.3	3	8	7.1	19.0	3	3	6.4	6.4	9	12	19.1	25.5
2.25 - 2.49	6	28	20.0	93.3	6	14	14.3	33.3	5	8	10.6	17.0	11	23	23.4	48.9
2.50 - 2.74	2	30	6.7	100.0	5	19	11.9	45.2	11	19	23.4	40.4	10	33	21.3	70.2
2.75 - 2.99					17	36	40.5	85.7	12	31	25.6	66.0	7	40	14.9	85.1
3.00 - 3.24					4	40	9.5	95.2	7	38	14.9	80.9	3	43	6.4	91.5
3.25 - 3.49					1	41	2.4	97.6	5	43	10.6	91.5	3	46	6.4	97.9
3.50 - 3.74					1	42	2.4	100.0	3	46	6.4	97.9	1	47	2.1	100.0
3.75 - 4.00									1	47	2.1	100.0				

Correlation Coefficients

		HS GPA	EJC GPA	WWSC GPA	English Composite	All-College Pred.	English Pred.
N=42	HSGPA	---	.31	.18	.54	.84	.71
N=47	EJCGPA	.31	---	.69	.12	.36	.28
N=47	WWSC GPA	.18	.69	---	.09	.28	.23
N=31	English Composite	.54	.12	.09	---	.74	.88
N=30	All-College Pred.	.84	.36	.28	.74	---	.94
N=30	English Prediction	.71	.28	.23	.88	.94	---

N		Mean	S.D.
31	English Composite	45.5	7.0
30	English Prediction	2.070	.345

Table 79.

Performance of EJC Male Students at WWSC Who Initiated Their Education at Another College
Enrolled Fall Quarter 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				WWSC GPA			
	Mean = 1.970 S.D. = .307 R = 1.30 - 2.70 N = 23				Mean = 2.545 S.D. = .409 R = 1.75 - 3.50 N = 33				Mean = 2.810 S.D. = .389 R = 2.07 - 3.57 N = 37				Mean = 2.508 S.D. = .430 R = 1.76 - 3.61 N = 37			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24																
1.25 - 1.49	1	1	4.3	4.3												
1.50 - 1.74	4	5	17.4	21.7												
1.75 - 1.99	3	8	13.1	34.8	5	5	15.2	15.2					2	2	5.4	5.4
2.00 - 2.24	12	20	52.2	87.0	3	8	9.0	24.2	3	3	8.1	8.1	8	10	21.6	27.0
2.25 - 2.49	2	22	8.7	95.7	6	14	18.2	42.4	4	7	10.8	18.9	10	20	27.1	54.1
2.50 - 2.74	1	23	4.3	100.0	5	19	15.2	57.6	10	17	27.0	45.9	8	28	21.6	75.7
2.75 - 2.99					12	31	36.3	93.9	8	25	21.7	67.6	4	32	10.8	86.5
3.00 - 3.24					1	32	3.1	97.0	6	31	16.2	83.8	2	34	5.4	91.9
3.25 - 3.49									3	34	8.1	91.9	2	36	5.4	97.3
3.50 - 3.74					1	33	3.0	100.0	3	37	8.1	100.0	1	37	2.7	100.0
3.75 - 4.00																

Correlation Coefficients

	HS GPA	EJC GPA	WWSC GPA	English Composite	All-College Pred.	English Pred.
N=33 HSGPA	---	.21	.06	.57	.84	.70
N=37 EJCGPA	.21	---	.64	.29	.45	.41
N-37 WWSC GPA	.06	.64	---	.26	.29	.27
N=24 English Composite	.57	.29	.26	---	.71	.87
N=23 All-College Pred.	.84	.45	.29	.71	---	.92
N=23 English Prediction	.70	.41	.27	.87	.92	---

N		Mean	S.D.
24	English Composite	44.3	6.2
23	English Prediction	1.983	.320

Table 80 .

Performance of EJC Female Students at WWSC Who Initiated Their Education at Another College Enrolled Fall Quarter 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				WWSC GPA			
	Mean = 2.286 S.D. = .164 R = 2.00 - 2.60 N = 7				Mean = 3.000 S.D. = .202 R = 2.75 - 3.36 N = 9				Mean = 3.007 S.D. = .389 R = 2.47 - 3.81 N = 10				Mean = 2.669 S.D. = .423 R = 1.95 - 3.47 N = 10			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24																
1.25 - 1.49																
1.50 - 1.74																
1.75 - 1.99													1	1	10.0	10.0
2.00 - 2.24	2	2	28.6	28.6									1	2	10.0	20.0
2.25 - 2.49	4	6	57.1	85.7					1	1	10.0	10.0	1	3	10.0	30.0
2.50 - 2.74	1	7	14.3	100.0					1	2	10.0	20.0	2	5	20.0	50.0
2.75 - 2.99					5	5	55.6	55.6	4	6	40.0	60.0	3	8	30.0	80.0
3.00 - 3.24					3	8	33.3	88.9	1	7	10.0	70.0	1	9	10.0	90.0
3.25 - 3.49					1	9	11.1	100.0	2	9	20.0	90.0	1	10	10.0	100.0
3.50 - 3.74																
3.75 - 4.00									1	10	10.0	100.0				

Correlation Coefficients

		HS GPA	EJC GPA	WWSC GPA	English Composite	All-College Pred.	English Pred.
N=9	HSGPA	---	.76	.85	.13	.48	.32
N=10	EJCGPA	.76	---	.86	.68	.35	.46
N=10	WWSC GPA	.85	.86	---	.33	.13	.02
N=7	English Composite	.13	.68	.33	---	.88	.95
N=7	All-College Pred.	.48	.35	.13	.88	---	.97
N=7	English Prediction	.32	.46	.02	.95	.97	---

N		Mean	S.D.
7	English Composite	49.9	7.9
7	English Prediction	2.357	.256

Table 81.

Comparison of HSGPA of EJC Students Enrolled at WWSC Fall 1965 Who Initiated Their Education at Another College

Distribution	Snohomish County				S. Snohomish and King Counties				In-State				Out-of-State			
	Mean = 2.727 S.D. = .483 R = 1.90 - 3.36 N = 7				Mean = 2.607 S.D. = .384 R = 1.87 - 3.20 N = 27				Mean = 2.833 S.D. = .327 R = 2.45 - 3.50 N = 6				Mean = 2.255 S.D. = .505 R = 1.75 - 2.76 N = 2			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24																
1.25 - 1.49																
1.50 - 1.74																
1.75 - 1.99	1	1	14.3	14.3	3	3	11.1	11.1					1	1	50.0	50.0
2.00 - 2.24					3	6	11.1	22.2								
2.25 - 2.49	1	2	14.3	28.6	4	10	14.8	37.0	1	1	16.7	16.7				
2.50 - 2.74	1	3	14.3	42.9	2	12	7.4	44.4	2	3	33.3	50.0				
2.75 - 2.99	2	5	28.5	71.4	12	24	44.5	88.9	2	5	33.3	83.3	1	2	50.0	100.0
3.00 - 3.24	1	6	14.3	85.7	3	27	11.1	100.0								
3.25 - 3.49	1	7	14.3	100.0												
3.50 - 3.74									1	6	16.7	100.0				
3.75 - 4.00																
	N	Mean		S.D.	N	Mean		S.D.	N	Mean		S.D.	N	Mean		S.D.
WPCT-All-Coll.	3	2.200		.283	21	1.986		.288	5	2.140		.361	1	2.300		
High School	7	2.727		.483	27	2.607		.384	6	2.833		.327	2	2.255		.505
EJC	7	2.901		.555	27	2.850		.372	6	2.805		.396	6	2.888		.288
WWSC	7	2.760		.463	27	2.491		.387	6	2.567		.532	6	2.515		.437
	Everett			3	Seattle City Schools			14	In-State			6	Out-of-State			6*
	Snoh. & Monroe			4	Edmonds, S.Snoh. & N.King			12								
				7	Other King			1								
								27								
0-16 hrs.EJC	0				3	11.1 P.C.							1	16.7 P.C.		
17-48 hrs.EJC	0				7	25.9 P.C.			1	16.7 P.C.			2	33.3 P.C.		
49-89 hrs.EJC	5	71.4 P.C.			16	59.3 P.C.			5	83.3 P.C.			3	50.0 P.C.		
90+ hrs. EJC	2	28.6 P.C.			1	3.7 P.C.										
Below 2.00 WWSC	0				1	3.7 P.C.			0				1	16.7 P.C.		

*Total includes those for whom the name of the high school attended was available but no HSGPA recorded.
Note: One student in this sample (47 students) did not indicate high school attended.

Table 82.

Performance of EJC Students at WWSC Enrolled Fall 1965 Who Initiated Their Education at Another College

Distribution by EJC GPA

Distribution 0.00 - 2.24

WPCT - All-College Prediction
N = 2

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.					1	1	(1)
P.C.					50.0	50.0	--
	Mean	1.450	S.D.	.150	Range	1.3 - 1.6	

H.S. G.P.A.
N = 3

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.			1		2		--
P.C.			33.3		66.7		--
	Mean	2.227	S.D.	.490	Range	2.07 - 2.20	

EJC G.P.A.
N = 3
P.C. = 6.4

Mean = 2.120 | S.D. = .057
Range = 2.07 - 2.20
Mean Hrs. Earned = 59.7 | S.D. = 35.1
Grade Diff. EJC-WWSC = + .26

WWSC G.P.A.
N = 3

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.			1	2			--
P.C.			33.3	66.7			--
	Mean	2.380	S.D.	.284	Range	2.01 - 2.70	
	Mean Hrs. Earned =		56.3	S.D. =	3.4		

Distribution 2.25 - 2.49

WPCT: N = 4

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.				4			(1)
P.C.				100.0			--
	Mean	2.075	S.D.	.130	Range	2.0 - 2.3	

H.S. G.P.A.: N = 4

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.			4				(1)
P.C.			100.0				--
	Mean	2.760	S.D.	.143	Range	2.53-2.89	

EJC G.P.A.: Distribution 2.25 - 2.49
N = 5
P.C. = 10.6

Mean = 2.394 | S.D. = .075
Range = 2.26 - 2.47
Mean Hrs. Earned = 67.4 | S.D. = 10.2
Grade Diff. EJC-WWSC = - .29

WWSC G.P.A.: N = 5

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.				5			--
P.C.				100.0			--
	Mean	2.106	S.D.	.057	Range	2.03-2.19	
	Mean Hrs. Earned =		57.2	S.D. =	22.7		

Distribution 2.50-2.99

WPCT: N = 16

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.			1	10	5		(7)
P.C.			6.2	62.5	31.3		--
	Mean	2.075	S.D.	.280	Range	1.6 - 2.6	

H.S. G.P.A.: N = 21

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.		1	12	6	2		(2)
P.C.		4.8	57.1	28.6	9.5		--
	Mean	2.578	S.D.	.359	Range	1.75 - 3.21	

EJC G.P.A.: Distribution 2.50-2.99
N = 23
P.C. = 49.0

Mean = 2.737 | S.D. = .141
Range = 2.51 - 2.97
Mean Hrs. Earned = 59.4 | S.D. = 23.2
Grade Diff. EJC-WWSC = - .29

WWSC G.P.A.: N = 23

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.		2	9	10	2		--
P.C.		8.7	39.1	43.5	8.7		--
	Mean	2.444	S.D.	.322	Range	1.76-3.04	
	Mean Hrs. Earned =		53.8	S.D. =	30.6		

Distribution 3.00 - 3.49

WPCT: N = 8

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.			1	6	1		(4)
P.C.			12.5	75.0	12.5		--
	Mean	2.113	S.D.	.310	Range	1.5 - 2.7	

H.S. G.P.A.: N = 10

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.	1	2	4	2	1		(2)
P.C.	10.0	20.0	40.0	20.0	10.0		--
	Mean	2.754	S.D.	.448	Range	1.95 - 3.50	

EJC G.P.A.: Distribution 3.00 - 3.49
N = 12
P.C. = 25.5

Mean = 3.195 | S.D. = .141
Range = 3.00 - 3.43
Mean Hrs. Earned = 45.0 | S.D. = 24.6
Grade Diff. EJC-WWSC = - .55

WWSC G.P.A.: N = 12

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.		1	7	3	1		--
P.C.		8.3	58.4	25.0	8.3		--
	Mean	2.648	S.D.	.347	Range	1.8 - 3.13	
	Mean Hrs. Earned =		40.4	S.D. =	24.5		

Distribution 3.50 - 4.00

WPCT: N = 0

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.							(4)
P.C.							--
	Mean		S.D.		Range		

H.S. G.P.A.: N = 4

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.		2	1	1			--
P.C.		50.0	25.0	25.0			--
	Mean	2.895	S.D.	.447	Range	2.20 - 3.36	

EJC G.P.A.: Distribution 3.50 - 4.00
N = 4
P.C. = 8.5

Mean = 3.603 | S.D. = .122
Range = 3.50 - 3.81
Mean Hrs. Earned = 53.8 | S.D. = 32.8
Grade Diff. EJC-WWSC = - .15

WWSC G.P.A.: N = 4

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.	1	3					--
P.C.	25.0	75.0					--
	Mean	3.453	S.D.	.108	Range	3.31-3.61	
	Mean Hrs. Earned =		48.0	S.D. =	17.2		

Totals

WPCT - All-College Prediction

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
Total No.			2	20	7	1
Total P.C.			6.7	66.7	23.3	3.3

Total No. = 30

H.S. G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
Total No.	1	5	22	9	5	
Total P.C.	2.4	11.9	52.4	21.4	11.9	

Total No. = 42

EJC G.P.A.

Total No. = 47

WWSC G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
Total No.	1	6	17	20	3	
Total P.C.	2.1	12.8	36.2	42.6	6.3	

Total No. = 47

Table 83.

Performance at EJC Students at WWSC Enrolled Fall 1965 Who Initiated Their Education at Another College
Distribution by WWSC GPA

WWSC G.P.A.
N = 0
P.C. = 0.0

Distribution 0.00 - 1.49

	WPCT – All-College Prediction							H.S. G.P.A.							EJC G.P.A.						
	N = 0							N = 0							N = 0						
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.																					
P.C																					
	Mean		S.D.		Range			Mean		S.D.		Range			Mean		S.D.		Range		
															Mean Hrs. Earned				S.D.		

Mean S.D.
Range
Mean Hrs. Earned S.D.
Grade Diff. EJC-WWSC

Distribution 1.50 - 1.99
N = 3
P.C. = 6.4

	WPCT – All-College Prediction							H.S. G.P.A.							EJC G.P.A.						
	N = 2							N = 2							N = 3						
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.				2			(1)			1	1			(1)		1	2				--
P.C				100.0			--			50.0	50.0			--		33.3	66.7				--
	Mean	2.200	S.D.	.100	Range	2.10 -2.30		Mean	2.540	S.D.	.210	Range	2.33 - 2.75		Mean	2.827	S.D.	.221	Range	2.57 - 3.11	
															Mean Hrs. Earned		41.3	S.D.	13.9		

Mean 1.837 S.D. .082
Range 1.76 - 1.95
Mean Hrs. Earned 36.3 S.D. 14.3
Grade Diff. EJC-WWSC -.99

Distribution 2.00 - 2.49
N = 20
P.C. = 42.5

	WPCT – All-College Prediction							H.S. G.P.A.							EJC G.P.A.						
	N = 15							N = 18							N = 20						
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.				9	5	1	(5)			12	4	2		(2)		3	10	7			--
P.C				60.0	33.3	6.7	--			66.7	22.2	11.1		--		15.0	50.0	35.0			--
	Mean	1.933	S.D.	.287	Range	1.30 - 2.30		Mean	2.603	S.D.	.346	Range	1.89 - 2.93		Mean	2.606	S.D.	.306	Range	2.07-3.30	
															Mean Hrs. Earned		57.9	S.D.	25.1		

Mean 2.240 S.D. .156
Range 2.00 - 2.43
Mean Hrs. Earned 62.8 S.D. 27.4
Grade Diff. EJC-WWSC -.37

Distribution 2.50 - 2.99
N = 17
P.C. = 36.2

	WPCT – All-College Prediction							H.S. G.P.A.							EJC G.P.A.						
	N = 11							N = 15							N = 17						
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.				9	2		(6)		2	8	3	2		(2)		7	9	1			--
P.C				81.8	18.2		--		13.3	53.4	20.0	13.3		--		41.2	52.9	5.9			--
	Mean	2.055	S.D.	.246	Range	1.60 – 2.40		Mean	2.600	S.D.	.377	Range	1.87 - 3.16		Mean	2.955	S.D.	.307	Range	2.20-3.43	
															Mean Hrs. Earned		55.5	S.D.	26.2		

Mean 2.716 S.D. .137
Range 2.50 - 2.93
Mean Hrs. Earned 44.6 S.D. 24.4
Grade Diff. EJC-WWSC -.24

Distribution 3.00 - 4.00
N = 7
P.C. = 14.9

	WPCT – All-College Prediction							H.S. G.P.A.							EJC G.P.A.						
	N = 2							N = 7							N = 7						
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.			2				(5)	1	3	1	1	1		--	4	1	2				--
P.C			100.0				--	14.3	42.8	14.3	14.3	14.3		--	57.1	14.3	28.6				--
	Mean	2.650	S.D.	.050	Range	2.70 - 2.80		Mean	2.863	S.D.	.606	Range	1.75 - 3.50		Mean	3.316	S.D.	.358	Range	2.80 - 3.81	
															Mean Hrs. Earned		59.0	S.D.	26.8		
Total No.			2	20	7	1		1	5	22	9	5			4	12	23	8			
Total P.C.			6.7	66.7	23.3	3.3		2.4	11.9	52.4	21.4	11.9			8.4	25.6	49.0	17.0			

Mean 3.283 S.D. .215
Range 3.00 - 3.61
Mean Hrs. Earned 35.0 S.D. 20.0
Grade Diff. EJC-WWSC -.03

Total No. = 30

Total No. = 42

Total No. = 47

Total No. = 47

Table 84.

Performance of EJC Students at Western Washington State College Who Initiated Their Education at Another College
Enrolled at WWSC Fall Quarter 1965
Distribution by EJC GPA and Hours Earned

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 0 - 16

								Hours Earned WWSC			
	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	1	1.60	--	1							
H.S.	1	1.87	--	1							
EJC	1	2.20	--								
WWSC	1	2.70	--			1				1	
Grade Diff. EJC-WW		+.50									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 0 - 16

								Hours Earned WWSC			
	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
WWSC											
Grade Diff. EJC-WW											

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 0 - 16

								Hours Earned WWSC			
	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	--	---	--								
H.S.	--	---	--								
EJC	1	2.62	--								
WWSC	1	2.40	--		1					1	
Grade Diff. EJC-WW		-.22									

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 17 - 48

	N	Mean	S.D.								
WPCT											
H.S.											
EJC											
WWSC											
Grade Diff. EJC-WW											

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 17 - 48

	N	Mean	S.D.								
WPCT											
H.S.											
EJC											
WWSC											
Grade Diff. EJC-WW											

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 17 - 48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	2	1.95	.05	1	1						
H.S.	3	2.68	.22		1	2					
EJC	4	2.80	.10								
WWSC	4	2.34	.36	1	1	2			1	2	1
Grade Diff. EJC-WW		-.46									

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 49 - 89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	1	1.30	--	1							
H.S.	2	2.41	.52	1		1					
EJC	2	2.08	.01								
WWSC	2	2.22	.21		2					2	
Grade Diff. EJC-WW		+.14									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 49 - 89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	4	2.08	.13		4						
H.S.	4	2.76	.14			4					
EJC	5	2.39	.08								
WWSC	5	2.11	.06		5				3	1	1
Grade Diff. EJC-WW		-.28									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 49 - 89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	13	2.13	.27	3	9	1					
H.S.	16	2.62	.35	1	4	10	1				
EJC	16	2.71	.15								
WWSC	16	2.44	.31	1	8	5	2	4	2	8	2
Grade Diff. EJC-WW		-.27									

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 90 +

	N	Mean	S.D.								
WPCT											
H.S.											
EJC											
WWSC											
Grade Diff. EJC-WW											

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 90+

	N	Mean	S.D.								
WPCT											
H.S.											
EJC											
WWSC											
Grade Diff. EJC-WW											

EJC GPA 2.50-2.99
EJC Hrs. Earned 90+

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	1	1.60	--	1							
H.S.	2	2.12	.22	1	1						
EJC	2	2.86	.06								
WWSC	2	2.73	.20			2		1	1		
Grade Diff. EJC-WW		-.13									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 0 - 16

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
								Hours Earned WWSC			
WPCT	1	2.00	--		1						
H.S.	1	2.93	--			1					
EJC	2	3.12	.02								
WWSC	2	2.54	.12		1	1				1	1
Grade Diff. EJC-WW		-.58									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 0 - 16

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
								Hours Earned WWSC			
WPCT	0	---	--								
H.S.	1	2.20	--		1						
EJC	1	3.50	--								
WWSC	1	3.31	--				1			1	
Grade Diff. EJC-WW		-.19									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 17 - 48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	4	2.00	.29	1	3						
H.S.	4	2.51	.40	1	1	2					
EJC	5	3.21	.13								
WWSC	5	2.45	.40	1	2	2		1	2	2	
Grade Diff. EJC-WW		-.76									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 17 - 48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	0	---	--								
H.S.	1	2.82	--			1					
EJC	1	3.53	--								
WWSC	1	3.42	--				1			1	
Grade Diff. EJC-WW		-.11									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 49 - 89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	3	2.30	.29		2	1					
H.S.	5	2.91	.45		1	1	3				
EJC	5	3.21	.17								
WWSC	5	2.89	.13			4	1	2	2	1	
Grade Diff. EJC-WW		-.32									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 49 - 89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	0	---	--								
H.S.	1	3.20	--				1				
EJC	1	3.57	--								
WWSC	1	3.61	--				1			1	
Grade Diff. EJC-WW		+.04									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 90+

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
WWSC											
Grade Diff. EJC-WW											

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 90 +

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	0	---	--								
H.S.	1	3.36	--				1				
EJC	1	3.81	--								
WWSC	1	3.47	--				1		1		
Grade Diff. EJC-WW		-.34									

Summary

	WPCT	H.S.	EJC	WWSC
0.00 - 1.99	8	5	0	3
2.00 - 2.49	20	9	8	20
2.50 - 2.99	2	22	23	17
3.00 - 4.00	0	6	16	7
Total No. =	30	42	47	47

	Hrs. WWSC	Hrs. EJC
0 - 16	8	5
17 - 48	12	10
49 - 89	22	29
90 +	5	3

Performance of EJC Students Enrolled Fall 1965 at WWSC Who Initiated Their Education at Another College
Distribution by WWGPA and Hours

WWSC GPA	0.00 - 1.99			2.00 - 2.49			2.50 - 2.99			3.00 - 3.49			3.50 - 4.00		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
16 hours or less															
WPCT				1	1.500		4	2.000	.283	2	2.650	.050			
HS				2	2.045	.095	4	2.595	.204	2	3.355	.145			
EJC				2	3.010	.290	4	2.988	.231	2	2.975	.175			
WWSC				2	2.410	.010	4	2.675	.099	2	3.065	.065			
Grade Diff.EJC-WW					-.600			-.313			+.090				
17-48 hours															
WPCT	1	2.300		4	2.125	.130	2	2.200	---						
HS	1	2.750		4	2.850	.058	4	2.758	.506	2	2.555	.805			
EJC	2	2.685	.115	4	2.548	.274	4	3.180	.207	2	3.330	.480			
WWSC	2	1.855	.095	4	2.148	.095	4	2.848	.061	2	3.255	.215			
Grade Diff.EJC-WW		-.830			-.400			-.332			-.075				
49-89 hours															
WPCT	1	2.100		6	1.817	.313	4	2.050	.269						
HS	1	2.330		8	2.596	.333	6	2.453	.326	2	2.510	.310	1	3.200	
EJC	1	3.110		10	2.506	.247	8	2.824	.331	2	3.515	.015	1	3.570	
WWSC	1	1.800		10	2.251	.153	8	2.669	.147	2	3.365	.055	1	3.610	
Grade Diff.EJC-WW		-1.310			-.255			-.155			-.150			+.04	
90+ hours															
WPCT				4	2.025	.179	1	2.000							
HS				4	2.650	.302	1	2.870							
EJC				4	2.713	.277	1	2.970							
WWSC				4	2.220	.177	1	2.740							
Grade Diff.EJC-WW					-.493			-.230							

Table 86.

Performance of EJC Students Enrolled Fall 1965 at WWSC Who Initiated Their Education at Another College
Distribution by Hours Earned at WWSC

	WWSC Hours 0-16			WWSC Hours 17-48			WWSC Hours 49-89			WWSC 90+ Hours		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
High School	8	2.648	.496	11	2.754	.472	18	2.558	.355	5	2.694	.284
Everett Junior College	8	2.990	.235	12	2.912	.431	22	2.789	.430	5	2.764	.268
WWSC	8	2.706	.246	12	2.517	.509	22	2.545	.449	5	2.324	.261
English Composite	8	47.5	6.8	7	48.1	5.1	11	44.2	7.9	5	41.6	4.8
All-College Prediction	7	2.114	.436	7	2.171	.116	11	1.927	.308	5	2.020	.160
English Prediction	7	2.171	.427	7	2.171	.191	11	1.982	.386	5	1.980	.160
Grade Differential WWSC-EJC		-.284			-.395			-.244			-.440	

Correlation Coefficients

WWSC Hours 0-16

	HS	EJC	WW	Engl.C.	All-Coll.	Engl. P.
High School	---	.04	.95	.80	.98	.96
Everett Junior College	.04	---	.16	.03	.20	.28
Western Washington	.95	.16	---	.77	.91	.92
English Composite	.80	.03	.77	---	.81	.87
All-College Prediction	.98	.20	.91	.81	---	.98
English Prediction	.96	.28	.92	.87	.98	---

WWSC Hours 17-48

	HS	EJC	WW	Engl.C.	All-Coll.	Engl.P.
High School	---	.34	.07	.47	.10	.14
Everett Junior College	.34	---	.78	.49	.36	.14
Western Washington	.07	.78	---	.68	.08	.27
English Composite	.47	.49	.68	---	.59	.88
All-College Prediction	.10	.36	.08	.59	---	.80
English Prediction	.14	.14	.27	.88	.80	---

WWSC Hours 49-89

	HS	EJC	WW	Engl.C.	All-Coll.	Engl.P.
High School	---	.34	.11	.68	.72	.62
Everett Junior College	.34	---	.70	.48	.83	.74
Western Washington	.11	.70	---	.19	.08	.03
English Composite	.68	.48	.19	---	.83	.94
All-College Prediction	.72	.83	.08	.83	---	.95
English Prediction	.62	.74	.03	.94	.95	---

WWSC Hours 90+

	HS	EJC	WW	Engl.C.	All-Coll.	Engl.P.
High School	---	.77	.80	.10	.74	.42
Everett Junior College	.77	---	.81	.38	.23	.03
Western Washington	.80	.81	---	.55	.36	.09
English Composite	.10	.38	.55	---	.50	.76
All-College Prediction	.74	.23	.36	.50	---	.88
English Prediction	.42	.03	.09	.76	.88	---

Summary

The Knoell-Medsker study found a gross differential of 0.04 for junior college transfers to ten teachers colleges. As mentioned earlier, Knoell-Medsker reported that a particular junior college will probably have a near-zero differential with some institutions and a fairly sizeable negative differential with others, all within the same state. The report stated that significant positive differentials should be fairly rare and might well be viewed with some concern as possible indicators of overly-tough junior college grading standards. The study went on to report that arbitrary attempts to close the gap with major universities could result in the denial of opportunity to many students who are now succeeding in various types of colleges. The study stated that a more realistic goal would be the achievement of a differential in grades which most students could afford; i.e. a drop in grades which would not result in an average below C.

The differential between EJC-WWSC was 0.20 for the total group and 0.17 for native EJC transfers; these differentials would both fall within the scope of differentials that would accommodate a drop in grade average in the four-year school. The differentials obtained in this research were based upon all junior college transfers enrolled in the four-year institution regardless of the length of time spent at Everett Junior College before transfer or the number of credits earned in the four-year college. The study by Knoell Medsker differs from this research in that that study used a core group of junior college transfers who enrolled primarily with junior standing at the four-year institutions.

The follow-up study of EJC transfers to Western Washington did find that students who earned junior college averages below 2.5 were more likely to be recipients of low grades at Western Washington. For EJC native transfers, 27.6 per cent of those who had EJC grades below 2.5 failed to earn a cumulative average of C at Western Washington State College fall quarter 1965. The research indicated that junior college students with high school grades or junior college grades below 2.5 should complete two full years before transfer and then enter Western with junior standing.

The research on native EJC transfers to Western Washington indicates that the grading practices at Everett Junior College are not too divergent from those at Western Washington. The largest differential obtained between EJC-WWSC for native students was 0.33 for those transfers who had earned 16 hours or less at Western Washington. The differentials decreased in proportion to the increase in hours earned at Western Washington. The differential between EJC-WWSC was +.02 for those EJC native students who had earned 90 or more hours at Western Washington State College.

The non-selective admission policy of Everett Junior College was reinforced by the findings of the follow-up study of transfers to Western Washington State College. The study shows that 76.2 per cent of the native EJC transfers who had high school grades below 2.5 earned grades of C or better at Western Washington State College. It was noted that "closing the door" in a junior college would primarily affect men, since a higher percentage of men had high school grades below 2.5 than did women.

The research also indicates that the junior college grade average would be a better counseling tool than the all-college prediction for EJC native students who plan to continue their education at Western. The all-college predicted range below 2.00 identified 21.7 per cent of those who would fail to earn grades of C or better at Western; however, 19.2 per cent with predictions 2.00 and above failed to earn grades of C or better. The junior college average below 2.5 identified 27.6 per cent of the EJC native transfers who failed to earn grades of C or better; only 9.5 per cent who earned EJC grades 2.5 and above failed to earn a cumulative average of C at Western fall quarter 1965.

As was true in the sample of EJC transfers to the University of Washington, the WPCT all-college prediction correlated higher with EJC grades than it correlated with WWSC grades. The percentage who had all-college predictions below 2.00 and failed to earn grades of C or better at Western was considerably smaller that those indicated by the Washington Pre-College grade expectancies. Experience in a junior college appears to measurably change the chances to succeed for many students who have low predictions. The assumptions that junior colleges grade higher than the four-year schools and that the predictions would be more accurate after the student transfers to the four-year school from the junior college appear to be false, at least for Everett Junior College transfers. The junior colleges do screen out a number of students with poor high school grades and low predictions who would probably be unsuccessful in the four-year school; however, those identified by the junior college as potential candidates for the baccalaureate degree appear to be making it in the four-year schools in most instances. The percentage of successful junior college transfers enrolled in the four-year schools who had poor high school grades and low predictions would probably increase if students with poor high school grades and low predictions would remain in a junior college until they could transfer with junior standing.

The research on EJC transfers at Western Washington State College and the University of Washington tends to support the finding of the Knoell-Medsker study that transfer students tended to earn lower grades at the major state university than did those who entered smaller institutions where more attention was paid to student orientation and counseling, where the student-faculty relationship was closer, and where the number of different programs, departments, courses, and requirements were fewer. The native EJC transfers to the University of Washington had an EJC mean of 2.734 and earned a UW mean of 2.225. The EJC transfers to Western Washington State College had an EJC mean of 2.554 and earned a WWSC mean of 2.382. A smaller percentage of the sample at Western Washington earned grades below 2.00 than the sample who transferred to the University of Washington.

The transfers to the two institutions, however, are not directly comparable. The University of Washington offers many degree programs not offered at Western Washington State College. A comparison was attempted between WWSC and University of Washington for those native EJC transfers who majored in education and arts and sciences. The students who transferred to Western had a smaller differential between EJC-WWSC means than did the transfers to the University in these two major fields. However, the samples were not directly comparable because the students in the samples had spent different lengths of time in the junior college program and different lengths of time in the transfer institution. Therefore, no definite conclusion could be stated from the data. However, the research did show that students who major in education were performing well in both institutions.

In general, the academic performance of EJC transfers to Western Washington State College was excellent. The finding of the Knoell-Medsker study that overly-tough grading practices in a junior college should be viewed with concern is supported by the academic performance of the native EJC transfers to Western Washington State College. It is evident that many of the students in this sample would have had difficulty at a large university; yet in a smaller institution they were able to maintain grades that will enable them to progress toward their degree objective. Overly-tough grading practices in a junior college would appear to be a negative approach to the problem of the size of the differentials between Everett Junior College and four-year institutions. Good instruction, adequate academic counseling, and the development of programs to fit the needs of the students would seem to be the positive approach. As the Knoell-Medsker study stated, an attempt to reduce the size of the differential between the junior college and the major state university by overly-tough grading standards would eliminate many junior college students from continuing their education. The follow-up study of EJC transfers to Western Washington State College shows that these students would and do have an excellent chance to succeed in other colleges in the state.

EJC Students Enrolled at Seattle University Fall Quarter 1965

There were 68 former EJC students enrolled at Seattle University fall quarter 1965. Of these, 37 were native EJC transfers and 31 had attended another college before enrolling at Everett Junior College and then transferring to Seattle University. Eight of the transfers who had attended another college had attended Seattle University before enrolling at Everett Junior College. Two of the eight were below 2.00 in cumulative average at Seattle University fall quarter 1965. One of the 68 EJC transfers to Seattle University withdrew before earning grades at Seattle U.

Seattle University did not have information available on the performance of junior college transfers enrolled in that institution fall quarter 1965. However, the mean was 2.56 for the total undergraduate enrollment at Seattle University fall quarter 1965.

The same information was compiled for the EJC transfers to Seattle University that was compiled for the transfers to the University of Washington and Western Washington State College. However, when the Seattle University sample was sub-divided into the two groups of EJC transfers, the size of each of the samples became so small that the outcomes are based more on the individual performances of students than were the outcomes obtained for EJC transfers to the University and Western Washington.

Tables 87., 88., and 103. are frequency distributions for the total group, for EJC native transfers, and for EJC transfers who had attended another college before enrolling at Everett. Below is a summary of the information contained in these tables:

	N	Total	N	Native	N	Other Colleges
WPCT All-College Mean	55	1.827	33	1.706	22	2.009
High School Mean	62	2.275	33	2.211	29	2.348
EJC Mean	68	2.585	27	2.481	21	2.708
SU Mean	67	2.466	36	2.476	31	2.455
EJC-SU Mean Differential		-.12		.00		-.25
Correlation SU-All-College	55	.35	33	.29	22	.38
Correlation EJC-All-College	55	.35	33	.36	22	.11
Correlation EJC-English C.	53	.46	33	.41	20	.35
Correlation EJC-English P.	55	.34	33	.35	22	.05
Correlation EJC-SU	67	.50	36	.68	31	.33

	N	Total	N	Native	N	Other Colleges
Per Cent Below 2.00 WPCT	36	65.5	25	75.8	11	50.0
Per Cent Below 2.50 HS	42	67.7	24	72.7	18	62.1
Per Cent Below 2.50 EJC	36	52.9	24	64.9	12	38.7
Per Cent Below 2.00 SU	12	17.9	7	19.4	5	16.1
Per Cent 2.00 & above SU	55	82.1	29	80.6	26	83.9
Per Cent 2.50 & above SU	32	47.8	18	50.0	14	45.2
Per Cent 3.00 & above SU	10	14.9	5	13.9	5	16.1

There were 55 EJC transfers to Seattle University who had taken the Washington Pre-College test. Their predicted all-college mean was 1.827, which is slightly lower than the predicted mean of the EJC transfers to the University of Washington and Western Washington State College. The all-college prediction, however, only correlated .35 with earned grades at EJC and SU.

The transfers to Seattle University earned an EJC mean of 2.585; their Seattle U mean was 2.466. The correlation was .50 between EJC-SU grades, and the differential between EJC-SU means was 0.12. The summary shows that 65.5 per cent had all-college predictions below 2.00, and 67.7 per cent had high school grade averages below 2.5. Approximately 53 per cent earned EJC averages below 2.5, but only 17.9 per cent failed to earn a cumulative average of C at Seattle University fall quarter 1965. The summary shows that 47.8 per cent were able to earn grades of 2.5 and above at Seattle University, and 14.9 per cent earned grades between 3.00-4.00 at Seattle University fall quarter 1965.

The EJC transfers to Seattle University had a mean English composite score of 43.8. Although the correlations were low, the English composite scores correlated higher with EJC grades than the all-college predictions and English predictions correlated with EJC grades. This was the first time this occurred in any of the samples.

There were 37 native EJC transfers to Seattle University. However, one student withdrew before earning grades. The native transfers had an EJC mean of 2.481 and earned only a slightly lower mean at Seattle University. The differential between EJC-SU means was 0.00 for this group of EJC transfers, and the correlation between EJC-SU grades was .68. The zero differential and the correlation would indicate that students identified as potential candidates for the baccalaureate degree by Everett Junior College have an excellent chance to succeed at Seattle University.

Fifty-six of the EJC transfers to Seattle University were men and only 12 were women. The distributions for native men and women may be found in tables 89. and 90 respectively. The distributions for the men and women who had enrolled another college before attending Everett Junior College may be found in tables 104., and 105. respectively.

The women transfers earned higher EJC and SU means than the men. The majority of the men had poor high school grades and low all-college predictions. These findings are consistent with those for EJC transfers to the University of Washington and Western Washington State College. For native EJC transfers, EJC grades correlated with SU grades .90 for the women and .64 for the men. Both of these correlations are good.

Tables 91. and 106. show the high school grade averages earned by the EJC transfers to Seattle University. High school grade averages were not available for all EJC transfers to Seattle U. Therefore, "PC below 2.5 HS" refers to those who had high school grade averages recorded at Everett Junior College. "Total N" refers to the number of students in each group, and the percentages refer to the total number. Tables 91. and 106. are summarized below:

HS Attended	N	PC Below 2.5 HS	Total N	PC EJC 0-48 hrs.	PC EJC 90+ hrs.	N Below 2.00 SU	PC Below 2.00 SU
Snohomish County							
Native	7	28.6	9	22.2	55.6	1	11.1
Other Colleges	2	--	2	100.0	--	1	50.0
S. Snoh. & King							
Native	22	81.8	23	34.8	26.1	4	18.2
Other Colleges	23	69.6	23	34.8	4.3	2	8.7
In-State							
Native	2	50.0	2	--	--	1	50.0
Other Colleges	2	50.0	3	66.7	--	1	33.3
Out-of-State							
Native	2	--	2	33.3	66.7	1	33.3
Other Colleges	2	--	3	66.7	--	1	33.3

A smaller percentage of of native transfers from Snohomish County had earned high school grades below 2.5 than those transfers who enrolled at Seattle University from the South Snohomish-King County area. Approximately 56 per cent of the native tranfers from Snohomish County remained at the junior college for 90 or more hours, but only 26.1 per cent of the native transfers from the King County area completed 90 or more hours before transfer.

Most of the EJC students who transferred to Seattle University were from the South-Snohomish King County area. It appears that many of the EJC students from the King County area transferred early because Seattle University was closer to their homes. Students from Snohomish County have less reason to transfer early to the four-year institutions; thus many remain at the junior college until they complete all their lower division work.

Table 92. shows the relationship of the all-college predictions to the other variables for the 33 EJC native transfers who had taken the WPCT. The number of students in each of the all-college predicted ranges is small. Two of the eight students who had predictions below 1.5 failed to earn a cumulative average of C, and four of those who had predictions between 1.50 - 1.99 failed to earn grades of C or better at Seattle University fall quarter 1965. In sum, six (24.0 per cent) of the 25 students with all-college predictions below 2.00 failed to earn a cumulative average of C fall quarter 1965. Only one (12.5 per cent) of the eight students who had predictions 2.00 and above failed to earn a cumulative average of C at Seattle University.

Table 92. shows that 48.5 per cent had English composite scores of 40 or below, and only 9.1 per cent had English composite scores above the mean. However, not all students with English composite scores 40 or below earned English predictions below 1.5. This finding is similar to the findings for EJC transfers to the University of Washington and Western Washington State College.

Table 93. shows the relationship of the variables to the high school grade average. Five (21.7 per cent) of the 23 students who had high school grade averages below 2.5 failed to earn a cumulative average of C at Seattle University fall quarter 1965. Two (22.2 per cent) of the nine students who had high school grades 2.5 and above failed to earn grades of C or better at Seattle University.

The table shows that one student who had a high school average below 2.00 earned an all-college prediction of 2.8, and one student who had a high school grade average between 3.00-3.49 earned an all-college prediction of 1.9. However, all but one of the transfers who had high school grades below 2.5 earned all-college predictions below 2.00, and all but one of the transfers who had high school grades 2.5 and above earned predictions above 2.00. These findings are consistent with the findings obtained in the other samples.

Table 94. shows the relationship of the variables to the Everett Junior College average. There were 24 students who earned EJC grade averages below 2.5. Of these, seven (29.2 per cent) failed to earn a cumulative average of C fall quarter 1965 at Seattle University. There were 12 students who had earned EJC averages 2.5 and above. All of these earned grades of C or better fall quarter 1965 at Seattle University. For counseling purposes, the EJC average appears to be the best indicator of the future academic performance of EJC native transfers to Seattle University. This finding is similar to the findings obtained for native EJC transfers enrolled fall quarter 1965 at the University of Washington and Western Washington State College.

The differentials between EJC-SU means show the same trend as that found between means for the UW and WWSC samples. The differentials are smallest for those EJC transfers who earn minimum EJC grades; the differentials increase in size as the EJC grade range increases. This again points to the tough competition for A and B grades in the four-year institutions. As stated previously, EJC students who have good junior college grades should be apprised of this fact before they transfer to the four-year institutions.

Table 96. should be used in conjunction with Table 94. Table 96. shows that 29.7 per cent of the EJC transfers enrolled at Seattle University after attending Everett Junior College for one year or less; 35.1 per cent remained at EJC for 90 or more hours before transfer. Only 16.7 per cent were in their first quarter of attendance fall quarter 1965, and 25 per cent had earned 90 or more hours by the end of fall quarter 1965. A smaller percentage of the transfers to Seattle U had earned grades for 16 hours or less than had earned grades for 16 hours or less at the University of Washington or Western Washington State College. The fact that fewer students were in their first quarter of attendance fall quarter 1965 at Seattle U may account for the size of the EJC-SU differential, to some extent.

Table 95. shows the relationship of the variables to the Seattle University grade averages. The table shows that small positive differentials were obtained between EJC-SU means for the transfers who earned SU grades 2.00 and above. Seven students who earned grades between 2.50-2.99 had earned lower grades at EJC, and one student who earned an SU average between 3.00-4.00 had earned a lower average at EJC. A total of nine students were able to surpass their EJC averages at Seattle University.

Table 97. shows the differentials between EJC-SU means according to grades and hours earned at Seattle University. The greatest differential was obtained for those EJC students who had completed 16 hours or less at Seattle University and had earned SU grades below 2.00. This finding is similar to the findings obtained for EJC native transfers to the University of Washington and Western Washington State College. Table 96. shows that in eight instances the differentials were positive. However, all the differentials were computed for a small number of students in each grouping.

Table 98. and 111. set forth grade differentials between EJC-SU means for each of the two EJC transfer groups to Seattle University. In these tables the transfers were grouped according to the number of hours earned at Seattle U regardless of their SU grade averages. The tables also show the correlations between the all-college predictions and earned grades at EJC and SU. The information contained in the tables is summarized below:

Mean Differentials

	N	0-16 hrs.	N	17-48 hrs.	N	49-89 hrs.	N	90+hrs.
Native	6	0	11	-.04	10	+.17	9	-.07
Other Colleges	8	-.16	6	-.13	13	-.26	4	-.61

Correlations

Native								
EJC-All-Coll.	6	.22	8	.73	10	.67	9	.36
SU-All-Coll.	6	.13	8	.72	10	.66	9	.01
EJC-SU	6	.85	11	.71	10	.53	9	.77
Other Colleges								
EJC-All-Coll.	5	.47	6	.26	11	.14	2	1.00
SU-All-Coll.	5	.42	4	.48	11	.47	2	1.00
EJC-SU	8	.82	4	.54	13	.09	4	.62

The EJC native transfers who earned grades at Seattle U for 16 hours or less did not experience a drop in cumulative average immediately after transfer. The other differentials obtained between EJC-SU means also exhibited a different pattern than that found for the EJC native transfers to the University of Washington and Western Washington State College. In those samples, the differentials decreased as the number of hours earned by the student increased. However, at Seattle University this was not true. For native EJC transfers, all the differentials obtained between EJC-SU means were small.

From the size of the differentials for native EJC transfers it could be expected that the correlations betweeen EJC-SU grades would be good in each of the hour ranges. The correlations were exceptionally high for native transfers to Seattle U in three of the four hour ranges. The smallest correlation obtained between EJC-SU grades was for those EJC native transfers who had earned between 49-89 hours at Seattle U. It was in this same hour-range that the differential between EJC-SU means yielded a plus value. The correlations between the all-college predictions and SU grades for native EJC transfers were good in two of the four hour ranges.

Table 99. to 102. inclusive show the major fields selected by the EJC native transfers to Seattle University. The information contained in these tables is summarized below:

Major Field	N	Correlation EJC-All-Coll.	Correlation SU-All-Coll.
Arts & Sciences	14	.12	.10
Business Administration	11	.25	.24
Education	5	.93	.49
Engineering	3	.73	.99

	N	Mean EJC	N	Mean SU	N Below 2.00 SU	PC Below 2.00 SU	Correlation EJC-SU
Arts & Sciences	16	2.486	16	2.400	5	31.3	.79
Business Administration	12	2.307	12	2.375	2	16.7	.47
Education	6	2.743	5	3.026	-	--	.62
Engineering	3	2.630	3	2.363	-	--	.78

The correlations between the all-college predictions and grades earned at Everett Junior College were higher than those obtained between the all-college predictions and grades earned at Seattle U, excepting for the three students who were majoring in engineering.

Transfers to Seattle University did not show a significant drop in grade average in any of the major fields. The greatest differential between EJC-SU means was .27 for the EJC transfers majoring in engineering. Students in education earned a higher mean at Seattle U than they had earned at Everett; however, one student with this major withdrew from Seattle U without earning grades. The smallest correlation was a .47 for the transfers who majored in business administration. For this major, the transfers earned a slightly higher mean at Seattle U than they had earned at Everett Junior College.

Tables 103. to 111. inclusive show the performance of the EJC transfers who had enrolled at another college before entering Everett Junior College and then transferring to Seattle University. These tables are more informational in nature, since the relationship between earned grades at both institutions cannot be established. Eight (25.8 per cent) of the 31 transfers had attended Seattle University before enrolling at Everett Junior College.

Seattle University accepts transfer students who present a minimum grade average of 2.00 for college work attempted prior to transfer. Courses completed at the lowest passing grade in another institution are not acceptable for transfer to Seattle University; however, for purposes of evaluating student records for admission, such courses are included. Only grades earned at Seattle University are used for computing the student's grade-point average for graduation.

The follow-up study of EJC transfers to Seattle University has the following implications for counseling at Everett Junior College:

1. The size of the differentials for the sample as a whole and for each of the sub-divisions of the sample was small. For native EJC transfers, a zero differential was obtained between EJC-SU means. Therefore, it appears that students who are eligible to transfer to Seattle University have an excellent chance to succeed there.

2. The follow-up study of EJC transfers to Seattle University indicated that students who earn junior college grades below 2.5 are more likely to be the recipients of poor grades at Seattle University.

3. Students with poor high school grades and low all-college predictions should be encouraged to remain in the junior college program for two full years before transfer to Seattle University. However, the data for this particular group of EJC transfers did not conclusively show that students who transfer early to Seattle University would be handicapped. The sample was small, however, and only a small percentage of the sample had earned grades for 16 hours or less at the time of the cut-off point. Therefore, the size of the differential could be slightly misleading.

4. Students performed well in their major fields. Only two of the 12 students who majored in business administration failed to earn a cumulative average of C or better at Seattle University. All three of the engineering transfers were earning passing grades. Students who majored in education earned the highest SU mean.

5. Top students should be apprised of the tough competition for A and B grades that exists in the four-year institution compared with the competition for A and B grades at the junior college level.

6. Courses completed at the lowest passing grade in another institution are not accepted for transfer; however, for purposes of evaluating student records for admission, such courses are included. However, only SU grades are used for computing the grade-point average for graduation.

Tables 94., 96., and the table in the student's major field may be of some assistance in couseling students who plan to transfer to Seattle University.

Table 87.

Performance of EJC Students Enrolled at Seattle University Fall Quarter 1965

Total Group

Distribution	WPCT - All-College Pred.															
	Mean = 1.827 S.D. = .421 R = .90 - 2.80 N =55				Mean = 2.275 S.D. = .491 R = 1.29 - 3.50 N = 62				Mean = 2.585 S.D. = .492 R = 1.81 - 4.00 N = 68				Mean = 2.466 S.D. = .513 R = 1.28 - 3.79 N = 67			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	4	4	7.3	7.3												
1.25 - 1.49	5	9	9.1	16.4	2	2	3.2	3.2					2	2	3.0	3.0
1.50 - 1.74	18	27	32.7	49.1	5	7	8.1	11.3					2	4	3.0	6.0
1.75 - 1.99	9	36	16.4	65.5	12	19	19.3	30.6	2	2	2.9	2.9	8	12	11.9	17.9
2.00 - 2.24	9	45	16.3	81.8	15	34	24.2	54.8	20	22	29.5	32.4	12	24	17.9	35.8
2.24 - 2.49	5	50	9.1	90.9	8	42	12.9	67.7	14	36	20.5	52.9	11	35	16.4	52.2
2.50 - 2.74	4	54	7.3	98.2	9	51	14.6	82.3	9	45	13.3	66.2	16	51	23.9	76.1
2.75 - 2.99	1	55	1.8	100.0	5	56	8.0	90.3	6	51	8.8	75.0	6	57	9.0	85.1
3.00 - 3.24					3	59	4.9	95.2	8	59	11.8	86.8	5	62	7.4	92.5
3.25 - 3.49					2	61	3.2	98.4	6	65	8.8	95.6	2	64	3.0	95.5
3.50 - 3.74					1	62	1.6	100.0	1	66	1.5	97.1	2	66	3.0	98.5
3.75 - 4.00									2	68	2.9	100.0	1	67	1.5	100.0

Correlation Coefficients

		HS GPA	EJC GPA	SU GPA	English Composite	All-College Pred.	English Pred.
N=62	HSGPA	---	.32	.24	.58	.80	.68
N=68	EJCGPA	.32	---	.50	.46	.35	.34
N=67	SU GPA	.24	.50	---	.25	.35	.32
N=53	English Composite	.58	.46	.25	---	.80	.88
N=55	All-College Prediction	.80	.35	.35	.80	---	.90
N=55	English Prediction	.68	.34	.32	.88	.90	---

N		Mean	S.D.
53	English Composite	43.8	7.9
55	English Prediction	1.884	.428

Table 88.

Performance of EJC Native Students Enrolled at Seattle University Fall 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				SU GPA			
	Mean = 1.706 S.D. = .412 R = .90 - 2.90 N = 33				Mean = 2.211 S.D. = .485 R = 1.29 - 3.42 N = 33				Mean = 2.481 S.D. = .472 R = 1.98 - 3.77 N = 37				Mean = 2.476 S.D. = .533 R = 1.33 - 3.79 N = 36			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	4	4	12.1	12.1												
1.25 - 1.49	4	8	12.1	24.2	2	2	6.1	6.1					1	1	2.8	2.8
1.50 - 1.74	13	21	39.4	63.6	3	5	9.1	15.2					1	2	2.8	5.6
1.75 - 1.99	4	25	12.2	75.8	7	12	21.2	36.4	1	1	2.7	2.7	5	7	13.8	19.4
2.00 - 2.24	5	30	15.1	90.9	8	20	24.2	60.6	15	16	40.5	43.2	7	14	19.5	38.9
2.25 - 2.49	1	31	3.0	93.9	4	24	12.1	72.7	8	24	21.7	64.9	4	18	11.1	50.0
2.50 - 2.74	1	32	3.1	97.0	4	28	12.1	84.8	3	27	8.1	73.0	7	25	19.4	69.4
2.75 - 2.99	1	33	3.0	100.0	2	30	6.1	90.9	2	29	5.4	78.4	6	31	16.7	86.1
3.00 - 3.24					2	32	6.1	97.0	5	34	13.5	91.9	3	34	8.3	94.4
3.25 - 3.49					1	33	3.0	100.0	2	36	5.4	97.3				
3.50 - 3.74													1	35	2.8	97.2
3.75 - 4.00									1	37	2.7	100.0	1	36	2.8	100.0

Correlation Coefficients

		HS GPA	EJC GPA	SU GPA	English Composite	All-College Pred.	English Pred.
N=33	HSGPA	---	.41	.18	.54	.76	.63
N=37	EJCGPA	.41	---	.68	.41	.36	.35
N=36	SUGPA	.18	.68	---	.23	.29	.30
N=33	English Composite	.54	.41	.23	---	.77	.82
N=33	All-College Prediction	.76	.36	.29	.77	---	.86
N=33	English Prediction	.63	.35	.30	.82	.86	---

N		Mean	S.D.
33	English Composite	41.2	6.9
33	English Prediction	1.736	.401

Table 89.

Perfomance of EJC Native Male Students Enrolled at Seattle University Fall Quarter 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				SU GPA			
	Mean = 1.637 S.D. = .377 R = .90 - 2.70 N = 27				Mean = 2.186 S.D. = .504 R = 1.29 - 3.42 N = 27				Mean = 2.475 S.D. = .473 R = 2.00 - 3.77 N = 30				Mean = 2.399 S.D. = .454 R = 1.33 - 3.18 N = 29			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24	4	4	14.8	14.8												
1.25 - 1.49	4	8	14.8	29.6	2	2	7.4	7.4					1	1	3.4	3.4
1.50 - 1.74	11	19	40.8	70.4	3	5	11.1	18.5					1	2	3.5	6.9
1.75 - 1.99	3	22	11.1	81.5	5	10	18.5	37.0					5	7	17.2	24.1
2.00 - 2.24	3	25	11.1	92.6	7	17	26.0	63.0	13	13	43.3	43.3	5	12	17.3	41.4
2.25 - 2.49	1	26	3.7	96.3	3	20	11.1	74.1	7	20	23.4	66.7	2	14	6.9	48.3
2.50 - 2.74	1	27	3.7	100.0	3	23	11.1	85.2	3	23	10.0	76.7	7	21	24.1	72.4
2.75 - 2.99					1	24	3.7	88.9	1	24	3.3	80.0	6	27	20.7	93.1
3.00 - 3.24					2	26	7.4	96.3	3	27	10.0	90.0	2	29	6.9	100.0
3.25 - 3.49					1	27	3.7	100.0	2	29	6.7	96.7				
3.50 - 3.74																
3.75 - 4.00									1	30	3.3	100.0				

Correlation Coefficients

		HS GPA	EJC GPA	SU GPA	English Composite	All-College Pred.	English Pred.
N=27	HSGPA	---	.39	.03	.69	.91	.74
N=30	EJCGPA	.39	---	.64	.46	.48	.42
N=29	SU GPA	.03	.64	---	.19	.22	.20
N=27	English Composite	.69	.46	.19	---	.78	.80
N=27	All-College Prediction	.91	.48	.22	.78	---	.82
N=27	English Prediction	.74	.42	.20	.80	.82	---

N		Mean	S.D.
27	English Composite	40.4	6.5
27	English Prediction	1.663	.365

Table 90.

Performance of EJC Native Female Students Enrolled at Seattle University Fall Quarter 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				SU GPA			
	Mean = 2.017 S.D. = .418 R = 1.60 - 2.80 N = 6				Mean = 2.322 S.D. = .365 R = 1.92 - 2.97 N = 6				Mean = 2.510 S.D. = .467 R = 1.98 - 3.19 S.D. = 7				Mean = 2.791 S.D. = .696 R = 2.00 - 3.79 N = 7			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24																
1.25 - 1.49																
1.50 - 1.74	2	2	33.3	33.3												
1.75 - 1.99	1	3	16.7	50.0	2	2	33.3	33.3	1	1	14.3	14.3				
2.00 - 2.24	2	5	33.3	83.3	1	3	16.7	50.0	2	3	28.6	42.9	2	2	28.6	28.6
2.25 - 2.49					1	4	16.7	66.7	1	4	14.2	57.1	2	4	28.5	57.1
2.50 - 2.74					1	5	16.6	83.3								
2.75 - 2.99	1	6	16.7	100.0	1	6	16.7	100.0	1	5	14.3	71.4				
3.00 - 3.24									2	7	28.6	100.0	1	5	14.3	71.4
3.25 - 3.49																
3.50 - 3.74													1	6	14.3	85.7
3.75 - 4.00													1	7	14.3	100.0

Correlation Coefficients

	HS GPA	EJC GPA	SU GPA	English Composite	All-College Pred.	English Pred.
N=6 HSGPA	---	.66	.77	.23	.07	.06
N=7 EJCGPA	.66	---	.90	.24	.00	.22
N=7 SU GPA	.77	.90	---	.16	.27	.35
N=6 English Composite	.23	.24	.16	---	.68	.88
N=6 All-College Prediction	.07	.00	.27	.68	---	.93
N=6 English Prediction	.06	.22	.35	.88	.93	---

N		Mean	S.D.
6	English Composite	44.8	7.5
6	English Prediction	2.067	.386

Table 91.

Comparison of HSGPA of Native EJC Students Enrolled at Seattle University Fall Quarter 1965

Distribution	Snohomish County				S. Snohomish & King Counties				In-State				Out-of-State			
	Mean = 2.486 S.D. = .382 R = 1.92 - 2.97 N=7				Mean = 2.014 S.D. = .394 R = 1.29 - 3.42 N=22				Mean = 2.735 S.D. = .445 R = 2.29 - 3.18 N=2				Mean = 2.890 S.D. = .180 R = 2.71 - 3.07 N=2			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24																
1.25 - 1.49					2	2	9.1	9.1								
1.50 - 1.74					3	5	13.6	22.7								
1.75 - 1.99	2	2	28.6	28.6	5	10	22.8	45.5								
2.00 - 2.24					8	18	36.3	81.8								
2.25 - 2.49					3	21	13.7	95.5	1	1	50.0	50.0				
2.50 - 2.74	3	5	42.8	71.4									1	1	50.0	50.0
2.75 - 2.99	2	7	28.6	100.0												
3.00 - 3.24									1	2	50.0	100.0	1	2	50.0	100.0
3.25 - 3.49					1	22	4.5	100.0								
3.50 - 3.74																
3.75 - 4.00																
	N	Mean	S.D.		N	Mean	S.D.		N	Mean	S.D.		N	Mean	S.D.	
WPCT-All. Coll.	8	1.689	.681		21	1.552	.355		2	2.250	.450		2	2.000	.100	
High School	7	2.486	.382		22	2.014	.394		2	2.735	.445		2	2.890	.180	
EJC	9	2.697	.375		23	2.339	.393		2	2.935	.835		3	2.627	.475	
SU	9	2.746	.657		22	2.375	.381		2	2.550	.560		3	2.353	.726	
	Everett		7		Seattle City Schools			17	In State-	2			Out-of-State		3*	
	Marysville		1		S.Snoh. and King			6								
	Snoh. & Monroe		1													
			9*					23*								
0-16 hrs.	0				1		4.3 P.C.		0				0			
17-48 hrs.	2		22.2 P.C.		7		30.5 P.C.		0				1		33.3 P.C.	
49-89 hrs.	2		22.2 P.C.		9		39.1 P.C.		2		100.0		0			
90+ hrs.	5		55.6 P.C.		6		26.1 P.C.		0				2		66.7 P.C.	
Below 2.00 SU	1		11.1 P.C.		4		18.2 P.C.		1		50.0		1		33.3 P.C.	

*Total includes those for whom the name of the high school attended was available but no HSGPA was of record.

Table 92.

Performance of EJC Native Students Enrolled Fall 1965 at Seattle University
Distribution by WPCT - All-College Prediction

WPCT - All-College Prediction			English Composite						English Prediction					
N = 8 P.C. = 24.2 Distribution 0.00 - 1.49			N = 8 71 +	61 70	51 60	41 50	31 40	0 30	N = 8 4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00
Mean	1.238	No.					8						1	7
S.D.	.165	P.C.					100.0						12.5	87.5
Range	.90 - 1.40													
			Mean	34.6	S.D.	2.7	Range	31 - 39	Mean	1.338	S.D.	.122	Range	1.10 - 1.50
Distribution 1.50 - 1.99 N = 17 P.C. = 51.5			N = 17						N = 17					
Mean	1.653	No.				9	8					1	14	2
S.D.	.119	P.C.				52.9	47.1					5.9	82.3	11.8
Range	1.50 - 1.90													
			Mean	40.8	S.D.	5.6	Range	32 - 50	Mean	1.700	S.D.	.168	Range	1.40 - 2.00
Distribution 2.00 - 2.49 N = 6 P.C. = 18.2			N = 6						N = 6					
Mean	2.133	No.			1	5						5		1
S.D.	.094	P.C.			16.7	83.3						83.3		16.7
Range	2.00 - 2.30													
			Mean	46.5	S.D.	4.3	Range	41 - 52	Mean	2.017	S.D.	.329	Range	1.30 - 2.30
Distribution 2.50 - 2.99 N = 2 P.C. = 6.1			N = 2						N = 2					
Mean	2.750	No.			2						2			
S.D.	.050	P.C.			100.0						100.0			
Range	2.70 - 2.80													
			Mean	55.0	S.D.	---	Range	----	Mean	2.800	S.D.	.100	Range	2.70 - 2.90
Distribution 3.00 - 4.00 N = 0 P.C. = 00.0			N = 0						N = 0					
Mean	---	No.												
S.D.	---	P.C.												
Range	---													
			Mean	---	S.D.	-----	Range	-----	Mean	---	S.D.	----	Range	-----
		Total No.			3	14	16				2	6	15	10
		Total P.C.			9.1	42.4	48.5				6.1	18.2	45.4	30.3
Total No. = 33			Total No. = 33						Total No. = 33					

	H.S. G.P.A. N = 7							EJC G.P.A. N = 8							Seattle U G.P.A. N = 8						
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
No.				2	3	2	(1)			2	6			--			4	2	2		--
P.C.				28.6	42.8	28.6	--			25.0	75.0			--			50.0	25.0	25.0		
	Mean 1.739 S.D. 265 Range 1.29-2.07							Mean 2.301 S.D. .321 Range 2.00 - 2.96							Mean 2.328 S.D. .361 Range 1.65-2.81						
								Mean Hrs. Earned 72.9 S.D. 26.7							Mean Hrs. Earned 59.3 S.D. 30.8						
	N = 16							N = 17							N = 17						
No.		1		10	5		(1)		1	1	14	1		--		1	5	7	3	1	--
P.C.		6.2		62.5	31.3		--		5.9	5.9	82.3	5.9		--		5.9	29.4	41.2	17.6	5.9	--
	Mean 2.129 S.D. 297 Range 1.69-3.07							Mean 2.265 S.D. .256 Range 1.98 - 3.03							Mean 2.306 S.D. 452 Range 1.33-3.18						
								Mean Hrs. Earned 64.3 S.D. 27.7							Mean Hrs. Earned 65.2 S.D. 42.0						
	N = 6							N = 6							N = 6						
No.			6				--	3		1	2			--	1	1	2	1	1		--
P.C.			100.0				--	50.0		16.7	33.3			--	16.7	16.6	33.4	16.6	16.7		--
	Mean 2.712 S.D. 143 Range 2.58-2.97							Mean 2.767 S.D. .387 Range 2.08 - 3.18							Mean 2.760 S.D. 637 Range 1.91-3.79						
								Mean Hrs. Earned 83.8 S.D. 22.2							Mean Hrs. Earned 55.3 S.D. 37.7						
	N = 2							N = 2							N = 2						
No.		1			1		--	1			1			--		1		1			--
P.C.		50.0			50.0		--	50.0			50.0			--		50.0		50.0			--
	Mean 2.565 S.D. 615 Range 1.95 - 3.18							Mean 2.885 S.D. 885 Range 2.00-3.77							Mean 2.720 S.D. 390 Range 2.33-3.11						
								Mean Hrs. Earned 38.5 S.D. 18.5							Mean Hrs. Earned 62.5 S.D. 50.5						
	N = 0							N = 0							N = 0						
No.																					
P.C.																					
	Mean ---- S.D. --- Range -------							Mean ---- S.D. ---- Range ----							Mean --- S.D. --- Range ---						
								Mean Hrs. Earned ---- S.D. -----							Mean Hrs. Earned --- S.D. ---						
		2	6	12	9	2		4	1	4	23	1			1	3	11	11	6	1	
		6.4	19.4	38.7	29.1	6.4		12.1	3.0	12.1	69.8	3.0			3.0	9.1	33.3	33.3	18.3	3.0	
	Total No. = 31							Total No. = 33							Total No. = 33						

Table 93.

Performance of EJC Native Students Enrolled Fall 1965 at Seattle University
Distribution by HSGPA

WPCT - All-College Prediction
N = 11

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.			1		5	5	(1)
P.C.			9.1		45.4	45.5	--
	Mean	1.482	S.D.	.473	Range	.90 - 2.80	

N = 12

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.					10	2	--
P.C.					83.3	16.7	--
	Mean	1.625	S.D.	.142	Range	1.4 - 1.6	

N = 6

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.				6			--
P.C.				100.0			--
	Mean	2.133	S.D.	.094	Range	2.00 - 2.30	

N = 2

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.			1		1		(1)
P.C.			50.0		50.0		--
	Mean	2.300	S.D.	.400	Range	1.9 - 2.70	

N = 0

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.							--
P.C.							--
	Mean	---	S.D.	----	Range	----	

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
Total No.			2	6	16	7	
Total P.C.			6.4	19.4	51.6	22.6	

Total No. = 31

H.S. G.P.A.
N = 12
P.C. = 36.3

Distribution 0.00 - 1.99

Mean	1.775
S.D.	.203
Range	1.29 - 1.95

Distribution 2.00 - 2.49
N = 12
P.C.= 36.3

Mean	2.143
S.D.	.114
Range	2.00 - 2.30

Distribution 2.50 - 2.99
N = 6
P.C. = 18.2

Mean	2.712
S.D.	.143
Range	2.58 - 2.97

Distribution 3.00 - 3.49
N = 3
P.C. = 9.2

Mean	3.223
S.D.	.146
Range	3.07 - 3.42

Distribution 3.50 - 4.00
N = 0
P.C. = 0

Mean	---
S.D.	---
Range	---

Total No. = 33

EJC G.P.A.
N = 12

4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
	2	3	7			--
	16.7	25.0	58.3			--
Mean	2.527	S.D.	.369	Range	2.00 - 3.25	
Mean Hrs. Earned			62.9	S.D.	29.6	

N = 12

4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
			11	1		--
			91.7	8.3		--
Mean	2.132	S.D.	.126	Range	1.98 - 2.49	
Mean Hrs. Earned			67.7	S.D.	24.6	

N = 6

4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
	3	1	2			--
	50.0	16.7	33.3			--
Mean	2.767	S.D.	.387	Range	2.08 - 3.18	
Mean Hrs. Earned			83.8	S.D.	22.2	

N = 3

4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
1	1		1			--
33.3	33.4		33.3			--
Mean	3.063	S.D.	.753	Range	2.02 - 3.77	
Mean Hrs. Earned			90.3	S.D.	23.6	

N = 0

4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
						--
						--
Mean	---	S.D.	----	Range	----	
Mean Hrs. Earned			---	S.D.	----	

4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
1	6	4	21	1		
3.0	18.2	12.1	63.7	3.0		

Total No. = 33

SU G.P.A.
N = 11

4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
	1	4	5	1		(1)
	9.1	36.4	45.4	9.1		--
Mean	2.381	S.D.	.397	Range	1.65 - 3.18	
Mean Hrs. Earned			50.0	S.D.	37.1	

N = 12

4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
		4	4	4		--
		33.3	33.4	33.3		--
Mean	2.302	S.D.	.371	Range	1.82 - 2.97	
Mean Hrs. Earned			77.3	S.D.	38.8	

N = 6

4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
1	1	2	1	1		--
16.7	16.6	33.4	16.6	16.7		--
Mean	2.760	S.D.	.637	Range	1.91-3.79	
Mean Hrs. Earned			55.3	S.D.	37.7	

N = 3

4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
	1	1			1	--
	33.3	33.4			33.3	--
Mean	2.373	S.D.	.758	Range	1.33 - 3.11	
Mean Hrs. Earned			55.3	S.D.	42.5	

N = 0

4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
						--
						--
Mean	---	S.D.	----	Range	----	
Mean Hrs. Earned			---	S.D.	----	

4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
1	3	11	10	6	1	
3.1	9.4	34.3	31.3	18.8	3.1	

Total No. = 32

Table 94.

Performance of EJC Native Students Enrolled Fall 1965 at Seattle University
Distribution by EJC GPA

WPCT - All-College Prediction
N= 16

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
No.			1	1	10	4	--
P.C.			6.2	6.3	62.5	25.0	--
	Mean	1.675	S.D.	.385	Range	.90 - 2.8	
			N = 8				
No.				1	5	2	--
P.C.				12.5	62.5	25.0	--
	Mean	1.600	S.D.	.255	Range	1.20 - 2.1	
			N = 4				
No.				1	1	2	(1)
P.C.				25.0	25.0	50.0	--
	Mean	1.500	S.D	.430	Range	1.1 - 2.2	
			N = 4				
No.				3	1		(3)
P.C.				75.0	25.0		--
	Mean	2.000	S.D	.300	Range	1.50 - 2.30	
			N = 1				
No.			1				--
P.C.			100.0				--
	Mean	2.700	S.D	--	Range	--	
Total No.			2	6	17	8	
Total P.C.			6.1	18.2	51.5	24.2	

Total No. = 33

H.S. G.P.A.
N = 15

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
No.		1	1	11	1	1	(1)
P.C.		6.7	6.6	73.4	6.6	6.7	--
	Mean	2.171	S.D.	.361	Range	1.29 - 3.07	
			N = 7				
No.			1	1	5		(1)
P.C.			14.3	14.3	71.4		--
	Mean	1.971	S.D.	.282	Range	1.70-2.61	
			N = 4				
No.			1		2	1	(1)
P.C.			25.0		50.0	25.0	--
	Mean	2.070	S.D.	.553	Range	1.46 - 2.97	
			N = 6				
No.		1	3		2		(1)
P.C.		16.7	50.0		33.3		--
	Mean	2.522	S.D.	.577	Range	1.69 - 3.4	
			N = 1				
No.		1					--
P.C.		100.0					--
	Mean	3.180	S.D.	--	Range	--	
Total No.		3	6	12	10	2	
Total P.C.		9.1	18.2	36.3	30.3	6.1	

Total No. = 33

EJC G.P.A.
N = 16
P.C. = 43.3
Distribution 0.00 - 2.24

Mean = 2.080 S.D. = .067
Range = 1.98 - 2.21
Mean Hrs. Earned = 67.5 S.D. = 30.0
Grade Diff. EJC-Seattle U = + .07

Distribution 2.25 - 2.49
N = 8
P.C.= 21.6

Mean = 2.371 S.D. = .093
Range = 2.25 - 2.49
Mean Hrs. Earned = 61.9 S.D.= 28.9
Grade Diff. EJC-Seattle U = + .01

Distribution 2.50 - 2.99
N = 5
P.C.= 13.5

Mean = 2.728 S.D. = .134
Range = 2.57 - 2.96
Mean Hrs. Earned = 82.8 S.D.=15.1
Grade Diff. EJC-Seattle U = - .002

Distribution 3.00 - 3.49
N = 7
P.C.= 18.9

Mean = 3.164 S.D. = .124
Range = 3.03 - 3.40
Mean Hrs. Earned = 75.0 S.D.= 31.9
Grade Diff. EJC-Seattle U = - .02

Distribution 3.50 - 4.00
N = 1
P.C. = 2.7

Mean = 3.770 S.D. = --
Range = --
Mean Hrs. Earned = 57.0 S.D.= --
Grade Diff. EJC-Seattle U = - .66

Total No. = 37

Seattle U G.P.A.
N = 16

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
			3	7	5	1	--
			18.7	43.8	31.2	6.3	--
	Mean	2.152	S.D.	.377	Range	1.33 - 2.97	
	Mean Hrs. Earned =	69.1		S.D. =	40.9		
			N = 8				
			4	3	1		--
			50.0	37.5	12.5		
	Mean	2.383	S.D.	.324	Range	1.91 - 2.97	
	Mean Hrs. Earned =	41.0		S.D. =	30.5		
			N = 5				
		1	3	1			--
		20.0	60.0	20.0			--
	Mean	2.726	S.D.	.387	Range	2.05 - 3.21	
	Mean Hrs. Earned =	74.2		S.D. =	21.8		
			N = 6				
	2	1	3				(1)
	33.3	16.7	50.0				--
	Mean	3.148	S.D.	.445	Range	2.68 - 3.79	
	Mean Hrs. Earned =	42.3		S.D. =	32.2		
			N = 1				
		1					--
		100.0					--
	Mean	3.110	S.D.	--	Range	--	
	Mean Hrs. Earned =	113.0		S.D. =	--		
Total No.	2	3	13	11	6	1	
Total P.C.	5.6	8.3	36.0	30.6	16.7	2.8	

Total No. = 36

Table 95.

Performance of EJC Native Students Enrolled Fall 1965 at Seattle University
Distribution by SU GPA

WPCT - All-College Prediction

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
N = 1							
No.					1		--
P.C.					100.0		--
	Mean	1.900	S.D.	--	Range	----	
N = 6							
No.				1	3	2	--
P.C.				16.7	50.0	33.3	--
	Mean	1550	S.D.	.369	Range	.90 - 2.10	
N = 11							
No.			1	1	7	2	--
P.C.			9.1	9.1	63.6	18.2	--
	Mean	1.709	S.D.	.390	Range	1.3 - 2.8	
N = 11							
No.				2	5	4	(2)
P.C.				18.2	45.4	36.4	--
	Mean	1.618	S.D.	.359	Range	1.1 - 2.3	
N = 4							
No.			1	2	1		(1)
P.C.			25.0	50.0	25.0		--
	Mean	2.125	S.D.	.426	Range	1.5 - 2.7	
Total No.			2	6	17	8	
Total P.C.			6.1	18.2	51.5	24.2	

Total No. = 33

H.S. G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
N = 1							
No.		1					--
P.C.		100.0					--
	Mean	3.070	S.D.	--	Range	----	
N = 6							
No.			1	4		1	--
P.C.			16.7	66.6		16.7	--
	Mean	2.060	S.D.	.399	Range	1.29 - 2.61	
N = 10							
No.			1	4	5		(1)
P.C.			10.0	40.0	50.0		--
	Mean	2.100	S.D.	.239	Range	1.73 - 2.58	
N = 11							
No.		1	2	4	3	1	(2)
P.C.		9.1	18.2	36.3	27.3	9.1	--
	Mean	2.200	S.D.	.541	Range	1.46 - 3.42	
N = 4							
No.		1	2		1		(1)
P.C.		25.0	50.0		25.0		--
	Mean	2.605	S.D.	.570	Range	1.69-3.18	
Total No.		3	6	12	9	2	
Total P.C.		9.4	18.8	37.4	28.1	6.3	

Total No. = 32

EJC G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
N = 1							
No.				1			--
P.C.				100.0			--
	Mean	2.020	S.D.	--	Range	----	
	Mean Hrs. Earned =			105.0	S.D. =	---	
N = 6							
No.				6			--
P.C.				100.0			--
	Mean	2.158	S.D.	.144	Range	2.03 - 2.46	
	Mean Hrs. Earned =			73.8	S.D. =	28.0	
N = 11							
No.			1	9	1		--
P.C.			9.1	81.8	9.1		--
	Mean	2.186	S.D.	.199	Range	1.98-2.57	
	Mean Hrs. Earned =			63.5	S.D. =	30.3	
N = 13							
No.		3	3	7			--
P.C.		23.1	23.1	53.8			--
	Mean	2.594	S.D.	.417	Range	2.07 - 3.40	
	Mean Hrs. Earned =			69.2	S.D. =	28.0	
N = 5							
No.	1	3	1				--
P.C.	20.0	60.0	20.0				--
	Mean	3.164	S.D.	.331	Range	2.78-3.77	
	Mean Hrs. Earned =			81.0	S.D. =	15.8	
Total No.	1	6	5	23	1		
Total P.C.	2.8	16.7	13.9	63.8	2.8		

Total No. = 36

Seattle U G.P.A.

N = 1
P.C. = 2.8
Distribution 0.00 - 1.49

Mean = 1.330	S.D. = ---
Range = ----	
Mean Hrs. Earned = 12.0	S.D. = ---
Grade Diff. EJC-Seattle U = - .69	

Distribution 1.50 - 1.99
N = 6
P.C. = 16.7

Mean = 1.878	S.D. = .117
Range = 1.65 - 1.99	
Mean Hrs. Earned = 76.2	S.D. = 52.7
Grade Diff. EJC-Seattle U = - .28	

Distribution 2.00 - 2.49
N= 11
P.C. = 30.6

Mean = 2.208	S.D. = .132
Range = 2.00 - 2.40	
Mean Hrs. Earned = 54.8	S.D. = 31.9
Grade Diff. EJC-Seattle U = + .02	

Distribution 2.50 - 2.99
N = 13
P.C. = 36.0

Mean = 2.712	S.D. = .168
Range = 2.50 - 2.97	
Mean Hrs. Earned = 56.8	S.D. = 31.3
Grade Diff. EJC-Seattle U = + .2	

Distribution 3.00 - 4.00
N = 5
P.C. = 13.9

Mean = 3.394	S.D. = .282
Range = 3.11 - 3.79	
Mean Hrs. Earned = 72.0	S.D. = 37.4
Grade Diff. EJC-Seattle U = + .2	

Total No. = 36

Table 96.

Performance of Native EJC Students at Seattle University Enrolled at Seattle U Fall Quarter 1965
Distribution by EJC GPA and Hours Earned

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 0-16

Hours Earned Seattle U

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	1	1.50	--	1							
H.S.	1	2.00	--		1						
EJC	1	2.07	--								
Seattle Univ.	1	1.99	--	1							1
Grade Diff. EJC-SU		-.08									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 0-16

Hours Earned Seattle U

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
Seattle Univ.											
Grade Diff. EJC-SU											

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 0-16

Hours Earned Seattle U

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
Seattle Univ.											
Grade Diff. EJC-SU											

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 17-48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	4	1.88	.55	3		1					
H.S.	3	2.15	.15	1	2						
EJC	4	2.00	.02								
Seattle Univ.	4	2.24	.11		4			1	1	2	
Grade Diff. EJC-SU		+.24									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 17-48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	4	1.52	.19	4							
H.S.	3	1.83	.10	3							
EJC	4	2.34	.08								
Seattle Univ.	4	2.41	.24		1	3		2	1	1	
Grade Diff. EJC-SU		+.07									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 17-48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
Seattle Univ.											
Grade Diff. EJC-SU											

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 49-89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	7	1.66	.13	7							
H.S.	7	2.16	.11		7						
EJC	7	2.14	.05								
Seattle Univ.	7	2.36	.35	2	2	3			1	4	2
Grade Diff. EJC-SU		+.22									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 49-89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	2	1.90	.20	1	1						
H.S.	2	2.32	.28		1	1					
EJC	2	2.48	.02								
Seattle Univ.	2	2.44	.53	1		1			1		1
Grade Diff. EJC-SU		-.04									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 49-89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	2	1.35	.15	2							
H.S.	2	1.92	.01	2							
EJC	2	2.76	.20								
Seattle Univ.	2	2.34	.29		1	1				1	1
Grade Diff. EJC-SU		-.42									

EJC GPA 0.00 - 2.24
EJC Hrs. Earned 90+

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	4	1.55	.44	3	1						
H.S.	4	2.25	.66	1	1	1	1				
EJC	4	2.06	.03								
Seattle Univ.	4	1.74	.29	3	1			1	1	1	1
Grade Diff. EJC-SU		-.32									

EJC GPA 2.25 - 2.49
EJC Hrs. Earned 90+

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	2	1.45	.15	2							
H.S.	2	1.82	.10	2							
EJC	2	2.34	.09								
Seattle Univ.	2	2.27	.06		2			1	1		
Grade Diff. EJC-SU		-.07									

EJC GPA 2.50 - 2.99
EJC Hrs. Earned 90+

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	2	1.65	.55	1	1						
H.S.	2	2.22	.76	1		1					
EJC	3	2.70	.06								
Seattle Univ.	3	2.98	.17			2	1		1	1	1
Grade Diff. EJC-SU		-.28									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 0-16

								Hours Earned Seattle U			
	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
Seattle Univ.											
Grade Diff. EJC-SU											

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 0-16

								Hours Earned Seattle U			
	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
Seattle Univ.											
Grade Diff. EJC-SU											

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 17-48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	1	2.10	--		1						
H.S.	2	2.31	.40	1		1					
EJC	2	3.22	.04								
Seattle Univ.	1	2.80	--			1			1		
Grade Diff. EJC-SU		-.42									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 17-48

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
Seattle Univ.											
Grade Diff. EJC-SU											

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 49-89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	1	1.50	--	1							
H.S.	1	1.69	--	1							
EJC	1	3.03	--								
Seattle Univ.	1	3.18	--				1				1
Grade Diff. EJC-SU		+.15									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 49-89

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	1	2.70	--			1					
H.S.	1	3.18	--				1				
EJC	1	3.77	--								
Seattle Univ.	1	3.11	--				1				1
Grade Diff. EJC-SU		-.66									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 90+

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	2	2.20	.10		2						
H.S.	3	2.94	.35		2	1					
EJC	4	3.17	.14								
Seattle Univ.	4	3.23	.51			2	2	1	3		
Grade Diff. EJC-SU		+.06									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 90+

	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
Seattle Univ.											
Grade Diff. EJC-SU											

Summary

	WPCT	H.S.	EJC	SU
0.00 - 1.99	25	12	1	7
2.00 - 2.49	6	12	23	11
2.50 - 2.99	2	6	5	13
3.00 - 4.00	0	3	8	5
Total No. =	33	33	37	36

	Hrs. SU	Hrs. EJC
0 - 16	6	1
17 - 48	11	10
49 - 89	10	13
90 +	9	13

Table 97.

Performance of EJC Native Students Enrolled Fall Quarter 1965 at Seattle University
Distribution by SU GPA and Hours

Distribution	0.00-1.99			2.00-2.49			2.50-2.99			3.00-3.49			3.50-4.00		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
16 hours or less															
WPCT	1	1.900		3	2.000	.566	1	1.200					1	2.100	
HS	1	3.070		3	1.930	.014	1	1.700					1	2.580	
EJC	1	2.020		3	2.293	.208	1	2.360					1	3.050	
SU	1	1.330		3	2.220	.156	1	2.500					1	3.790	
Grade Diff.EJC-SU		-.690			-.073			+.140						+.740	
17-48 hours															
WPCT	2	1.250	.350	2	1.550	.250	4	1.950	.260						
HS	2	1.695	.405	2	2.015	.285	4	2.748	.490						
EJC	2	2.145	.055	2	2.115	.135	6	2.842	.402				1	3.190	
SU	2	1.735	.085	2	2.170	.040	6	2.797	.121				1	3.680	
Grade Diff.EJC-SU		-.410			-.055			-.045						+.490	
49-89 hours															
WPCT	2	1.600	.200	4	1.525	.109	3	1.600		1	2.200				
HS	2	2.180	.110	3	2.130	.142	2	1.960	.057	1	2.970				
EJC	2	2.065	.035	4	2.185	.228	3	2.187	.087	1	2.780				
SU	2	1.950	.040	4	2.200	.124	3	2.667	.215	1	3.210				
Grade Diff.EJC-SU		-.115			+.015			+.480			+.430				
90+ hours															
WPCT	2	1.800	.300	2	1.800	.200	3	1.333	.262	2	2.100	.600			
HS	2	2.305	.305	2	2.395	.185	3	1.877	.324	2	2.435	.745			
EJC	2	2.265	.195	2	2.100	.020	3	2.583	.338	2	3.400	.370			
SU	2	1.950	.040	2	2.245	.155	3	2.660	.112	2	3.145	.035			
Grade Diff.EJC-SU		-.315			+.145			+.077			-.255				

Table 98.

Performance of EJC Native Students Enrolled Fall 1965 at Seattle University
Distribution by Hours Earned at SU

	SU Hours 0-16			SU Hours 17 - 48			SU Hours 49-89			SU Hours 90+		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
High School	6	2.190	.478	8	2.301	.627	10	2.178	.311	9	2.211	.494
Everett Junior College	6	2.385	.349	11	2.615	.485	10	2.221	.246	9	2.587	.547
Seattle University	6	2.380	.736	11	2.570	.553	10	2.391	.405	9	2.518	.439
English Composite	6	47.0	6.2	8	42.0	6.9	10	38.6	3.3	9	39.4	7.9
All-College Prediction	6	1.867	.502	8	1.675	.409	10	1.630	.241	9	1.711	.465
English Prediction	6	1.950	.479	8	1.613	.322	10	1.660	.246	9	1.789	.472
Grade Diff. SU-EJC		-.005			-.045			+.170			-.069	

Correlation Coefficients

SU Hours 0-16

	HS	EJC	SU	Engl.C.	All-Coll.	Engl.P.
High School	---	.01	.14	.45	.26	.35
Everett Junior College	.01	---	.85	.15	.22	.07
Seattle University	.14	.85	---	.04	.13	.16
English Composite	.45	.15	.04	---	.88	.96
All-College Pred.	.26	.22	.13	.88	---	.96
English Prediction	.35	.07	.16	.96	.96	---

SU Hours 17-48

	HS	EJC	SU	Engl.C.	All-Coll.	Engl.P.
High School	---	.85	.65	.71	.99	.58
Everett Junior College	.85	---	.71	.60	.73	.23
Seattle University	.65	.71	---	.62	.72	.46
English Composite	.71	.60	.62	---	.72	.75
All-College Pred.	.99	.73	.72	.72	---	.52
English Prediction	.58	.23	.46	.75	.52	---

SU Hours 49-89

	HS	EJC	SU	Engl.C.	All-Coll.	Engl.P.
High School	---	.52	.47	.44	.81	.76
Everett Junior College	.52	---	.53	.39	.67	.55
Seattle University	.47	.53	---	.60	.66	.68
English Composite	.44	.39	.60	---	.82	.88
All-College Pred.	.81	.67	.66	.82	---	.97
English Prediction	.76	.55	.68	.88	.97	---

SU Hours 90+

	HS	EJC	SU	Engl.C.	All-Coll.	Engl.P.
High School	---	.25	.16	.65	.96	.88
Everett Junior College	.25	---	.77	.60	.36	.57
Seattle University	.16	.77	---	.20	.01	.19
English Composite	.65	.60	.20	---	.79	.89
All-College Pred.	.96	.36	.01	.79	---	.95
English Prediction	.88	.57	.19	.89	.95	---

Table 99.

Performance of Native EJC Students Enrolled at Seattle University Fall 1965
Major: Arts and Sciences

Achieved Grades	WPCT - All-College Prediction									
High School	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00										
3.00 - 3.49			1		1				2	14.3
2.50 - 2.99				2					2	14.3
2.00 - 2.49					3				3	21.4
1.50 - 1.99			1		2	1			4	28.6
1.00 - 1.49						1	1		2	14.3
0.50 - 0.99										
No H.S. Record					1				1	7.1
Total			2	2	7	2	1		14	
Per Cent			14.3	14.3	50.0	14.3	7.1			100.0
EJC										
3.50 - 4.00			1						1	7.1
3.00 - 3.49					1				1	7.1
2.50 - 2.99						2			2	14.3
2.00 - 2.49			1	2	5		1		9	64.4
1.50 - 1.99					1				1	7.1
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total			2	2	7	2	1		14	
Per Cent			14.3	14.3	50.0	14.3	7.1			100.0
SU										
3.50 - 4.00										
3.00 - 3.49			1		1				2	14.3
2.50 - 2.99					1	2			3	21.4
2.00 - 2.49			1	1	2				4	28.6
1.50 - 1.99				1	2		1		4	28.6
1.00 - 1.49					1				1	7.1
0.50 - 0.99										
0.00 - 0.49										
Total			2	2	7	2	1		14	
Per Cent			14.3	14.3	50.0	14.3	7.1			100.0

	SU GPA									
EJC	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00		1							1	6.2
3.00 - 3.49	1	1							2	12.5
2.50 - 2.99			3						3	18.8
2.00 - 2.49			1	3	4	1			9	56.2
1.50 - 1.99				1					1	6.3
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total	1	2	4	4	4	1			16	
Per Cent	6.2	12.5	25.0	25.0	25.0	6.3				100.0

Total Group		Mean	S.D.	Range
N=14	All-Coll.	1.757	.522	.90 - 2.80
N=13	HS	2.174	.550	1.29 - 3.18
N=16	EJC	2.486	.509	1.98 - 3.77
N-16	SU	2.400	.609	1.33 - 3.68
N=14	Engl.C.	42.6	7.8	31 - 55
N=14	Engl.P.	1.871	.476	1.10 - 2.90

EJC			SU		
Hours	No.	P.C.	Hours	No.	P.C.
0-16	1	6.3	0-16	3	18.8
17-48	4	25.0	17-48	5	31.2
49-89	5	31.2	49-89	1	6.3
90+	6	37.5	90+	7	43.7

Correlation Coefficients

	HS	EJC	SU	Engl.C.	All-Coll.	Engl.P.
HS	---	.17	.14	.61	.69	.69
EJC	.17	---	.79	.19	.12	.28
SU	.14	.79	---	.05	.10	.21
Engl.C.	.61	.19	.05	---	.85	.90
All-College	.69	.12	.10	.85	---	.97
Engl. P.	.69	.28	.21	.90	.97	---

Major	No.	Below 2.00 at SU
Biology	2	1
Chemistry	1	1
Economics	1	
History	1	
Med. Records	1	
Political Science	2	
Pre-Major	2	1
Psychology	3	
Sociology	1	1
First Humanities	2	1
	16	5

Table 100.

Performance of Native EJC Students Enrolled at Seattle University Fall 1965
Major: Business Administration

Achieved Grades	WPCT - All-College Prediction									
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
High School										
3.50 - 4.00										
3.00 - 3.49										
2.50 - 2.99										
2.00 - 2.49					4	2			6	54.5
1.50 - 1.99					2	2			4	36.4
1.00 - 1.49										
0.50 - 0.99										
No H.S. Record						1			1	9.1
Total					6	5			11	
Per Cent					54.5	45.5				100.0
EJC										
3.50 - 4.00										
3.00 - 3.49										
2.50 - 2.99										
2.00 - 2.49					6	5			11	100.0
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total					6	5			11	
Per Cent					54.5	45.5				
SU										
3.50 - 4.00										
3.00 - 3.49										
2.50 - 2.99					3	2			5	45.4
2.00 - 2.49					2	2			4	36.4
1.50 - 1.99					1	1			2	18.2
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total					6	5			11	
Per Cent					54.5	45.5				100.0

	SU GPA									
EJC	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00										
3.00 - 3.49			1						1	8.3
2.50 - 2.99										
2.00 - 2.49			5	4	2				11	91.7
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total			6	4	2				12	
Per Cent			50.0	33.3	16.7					100.0

Total Group		Mean	S.D.	Range
N=11	All-Coll.	1.491	.156	1.20 - 1.70
N=11	HS	2.120	.444	1.70 - 3.42
N=12	EJC	2.307	.364	2.00 - 3.40
N=12	SU	2.375	.309	1.82 - 2.97
N-11	Engl.C.	38.5	5.2	33 - 49
N-11	Engl.P.	1.518	.164	1.20 - 1.70

EJC Hours	No.	P.C.	SU Hours	No.	P.C.
0-16			0-16	2	16.7
17-48	4	33.3	17-48	4	33.3
49-89	4	33.4	49-89	5	41.7
90+	4	33.3	90+	1	8.3

Correlation Coefficients

	HS	EJC	SU	Engl. C.	All-Coll.	Engl. P.
HS	---	.77	.23	.15	.66	.64
EJC	.77	---	.47	.56	.25	.16
SU	.23	.47	---	.08	.24	.01
Engl. C.	.15	.56	.08	---	.56	.65
All-Coll.	.66	.25	.24	.56	---	.93
Engl. P.	.64	.16	.01	.65	.93	---

Table 101.

Performance of Native EJC Students Enrolled at Seattle University Fall 1965
Major: Education

Achieved Grades	WPCT - All-College Prediction									
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
High School										
3.50 - 4.00										
3.00 - 3.49										
2.50 - 2.99				3					3	60.0
2.00 - 2.49					2				2	40.0
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total				3	2				5	
Per Cent				60.0	40.0					100.0
EJC										
3.50 - 4.00										
3.00 - 3.49				2					2	40.0
2.50 - 2.99				1					1	20.0
2.00 - 2.49					2				2	40.0
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total				3	2				5	
Per Cent				60.0	40.0					100.0
SU										
3.50 - 4.00				1					1	20.0
3.00 - 3.49				1					1	20.0
2.50 - 2.99				1	1				2	40.0
2.00 - 2.49					1				1	20.0
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total				3	2				5	
Per Cent				60.0	40.0					100.0

	SU GPA									
EJC	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00										
3.00 - 3.49	1		1						2	40.0
2.50 - 2.99		1							1	20.0
2.00 - 2.49			1	1					2	40.0
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total	1	1	2	1					5	
Per Cent	20.0	20.0	40.0	20.0						100.0

Total Group	Mean	S.D.	Range
N=5 All-Coll.	2.000	.261	1.60 - 2.30
N=6 HS	2.415	.402	1.91 - 2.97
N=6 EJC	2.743	.432	2.12 -3.25
N=5 SU	3.026	.465	2.40 - 3.79
N=5 Engl. C.	42.6	5.9	32 - 50
N=5 Engl. P.	1.840	.388	1.30 - 2.30

EJC Hours	No.	P.C.	SU Hours	No.	P.C.
0-16			0-16	1	20.0
17-48	1	16.7	17-48	1	20.0
49-89	2	33.3	49-89	2	40.0
90+	3	50.0	90+	1	20.0

Correlation Coefficients

	HS	EJC	SU	Engl. C.	All-Coll.	Engl. P.
HS	---	.28	.32	.26	.87	.14
EJC	.28	---	.62	.65	.93	.22
SU	.32	.62	---	.88	.49	.85
Engl.C.	.26	.65	.88	---	.62	.62
All-Coll.	.87	.93	.49	.62	---	.16
Engl. P.	.14	.22	.85	.62	.16	---

Performance of Native EJC Students Enrolled at Seattle University Fall 1965
Major: Engineering

Achieved Grades	WPCT - All-College Prediction									
	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
High School										
3.50 - 4.00										
3.00 - 3.49										
2.50 - 2.99				1					1	33.3
2.00 - 2.49					1				1	33.3
1.50 - 1.99					1				1	33.4
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total				1	2				3	
Per Cent				33.3	66.7					100.0
EJC										
3.50 - 4.00										
3.00 - 3.49				1					1	33.3
2.50 - 2.99					1				1	33.3
2.00 - 2.49					1				1	33.4
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total				1	2				3	
Per Cent				33.3	66.7					100.0
SU										
3.50 - 4.00										
3.00 - 3.49										
2.50 - 2.99				1					1	33.3
2.00 - 2.49					2				2	66.7
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total				1	2				3	
Per Cent				33.3	66.7					100.0

	SU GPA									
EJC	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 1.00	0.99 0.50	0.49 0.00	Total	Per Cent
3.50 - 4.00										
3.00 - 3.49			1						1	33.3
2.50 - 2.99				1					1	33.3
2.00 - 2.49				1					1	33.4
1.50 - 1.99										
1.00 - 1.49										
0.50 - 0.99										
0.00 - 0.49										
Total			1	2					3	
Per Cent			33.3	66.7						100.0

Total Group		Mean	S.D.	Range
N=3	All Coll.	1.767	.249	1.50 - 2.10
N=3	HS	2.297	.320	1.93 - 2.71
N=3	EJC	2.630	.427	2.14 - 3.18
N=3	SU	2.363	.318	2.05 - 2.80
N=3	Engl.C.	42.0	7.1	36 - 52
N=3	Engl. P.	1.733	.287	1.40 - 2.10

EJC Hours	No.	P.C.	SU Hours	No.	P.C.
0-16			0-16		
17-48	1	33.3	17-48	1	33.3
49-89	2	66.7	49-89	2	66.7
90+			90+		

Correlation Coefficients

	HS	EJC	SU	Engl. C.	All-College	Engl. P.
HS		.66	.98	.95	1.00	1.00
EJC	.66	---	.78	.86	.73	.65
SU	.98	.78	---	.99	.99	.98
Engl. C.	.95	.86	.99	---	.98	.95
All-Coll.	1.00	.73	.99	.98	---	.99
Engl. P.	1.00	.65	.98	.95	.99	---

Table 103.

Performance of EJC Students at Seattle University Who Initiated Their Education at Another College Enrolled at Seattle University Fall Quarter 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				SU GPA			
	Mean = 2.009 S.D. = .365 R = 1.40 - 2.60 N = 22				Mean = 2.348 S.D. = .487 R = 1.54 - 3.50 N = 29				Mean = 2.708 S.D. = .486 R = 1.81 - 4.00 N = 31				Mean = 2.455 S.D. = .489 R = 1.28 - 3.50 N = 31			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24																
1.25 - 1.49	1	1	4.5	4.5									1	1	3.2	3.2
1.50 - 1.74	5	6	22.8	27.3	2	2	6.9	6.9					1	2	3.3	6.5
1.75 - 1.99	5	11	22.7	50.0	5	7	17.2	24.1	1	1	3.2	3.2	3	5	9.6	16.1
2.00 - 2.24	4	15	18.2	68.2	7	14	24.2	48.3	5	6	16.2	19.4	5	10	16.2	32.3
2.25 - 2.49	4	19	18.2	86.4	4	18	13.8	62.1	6	12	19.3	38.7	7	17	22.5	54.8
2.50 - 2.74	3	22	13.6	100.0	5	23	17.2	79.3	6	18	19.4	58.1	9	26	29.1	83.9
2.75 - 2.99					3	26	10.4	89.7	4	22	12.9	71.0				
3.00 - 3.24					1	27	3.4	93.1	3	25	9.6	80.6	2	28	6.4	90.3
3.25 - 3.49					1	28	3.5	96.6	4	29	12.9	93.5	2	30	6.5	96.8
3.50 - 3.74					1	29	3.4	100.0	1	30	3.3	96.8	1	31	3.2	100.0
3.75 - 4.00									1	31	3.2	100.0				

Correlation Coefficients

		HS GPA	EJC GPA	SU GPA	English Composite	All-College Pred.	English Pred.
N=29	HSGPA	---	.18	.30	.54	.84	.68
N=31	EJCGPA	.18	---	.33	.35	.11	.05
N=31	SUGPA	.30	.33	---	.19	.38	.28
N=20	English Composite	.54	.35	.19	---	.75	.90
N=22	All-College Prediction	.84	.11	.38	.75	---	.93
N=22	English Prediction	.68	.05	.28	.90	.93	---

N		Mean	S.D.
20	English Composite	48.2	7.5
22	English Prediction	2.105	.369

Table 104.

Performance of EJC Male Students at Seattle University Who Initiated Their Education at Another College Enrolled at Seattle University Fall Quarter 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				SU GPA			
	Mean = 1.922 S.D. = .329 R = 1.40 - 2.50 N = 18				Mean = 2.205 S.D. = .378 R = 1.54 - 2.95 N = 24				Mean = 2.705 S.D. = .486 R = 1.81 - 4.00 N = 26				Mean = 2.391 S.D. = .416 R = 1.28 - 3.30 N = 26			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24																
1.25 - 1.49	1	1	5.6	5.6									1	1	3.8	3.8
1.50 - 1.74	5	6	27.7	33.3	2	2	8.3	8.3								
1.75 - 1.99	5	11	27.8	61.1	5	7	20.9	29.2	1	1	3.8	3.8	3	4	11.6	15.4
2.00 - 2.24	3	14	16.7	77.8	7	14	29.1	58.3	4	5	15.4	19.2	5	9	19.2	34.6
2.25 - 2.49	3	17	16.6	94.4	3	17	12.5	70.8	5	10	19.3	38.5	6	15	23.1	57.7
2.50 - 2.74	1	18	5.6	100.0	5	22	20.9	91.7	6	16	23.0	61.5	9	24	34.6	92.3
2.75 - 2.99					2	24	8.3	100.0	3	19	11.6	73.1				
3.00 - 3.24									2	21	7.7	80.8	1	25	3.9	96.2
3.25 - 3.49									3	24	11.5	92.3	1	26	3.8	100.0
3.50 - 3.74									1	25	3.9	96.2				
3.75 - 4.00									1	26	3.8	100.0				

Correlation Coefficients

		HS GPA	EJC GPA	SU GPA	English Composite	All-College Pred.	English Pred.
N=24	HSGPA	---	.35	.30	.52	.77	.55
N=26	EJCGPA	.35	---	.18	.42	.20	.11
N=26	SU GPA	.30	.18	---	.05	.33	.22
N=16	English Composite	.52	.42	.05	---	.76	.92
N=18	All-College Prediction	.77	.20	.33	.76	---	.91
N=18	English Prediction	.55	.11	.22	.92	.91	---

N		Mean	S.D.
16	English Composite	47.1	7.8
18	English Prediction	2.033	.350

Table 105.

Performance of EJC Female Students at Seattle University Who Initiated Their Education at Another College Enrolled at Seattle University Fall Quarter 1965

Distribution	WPCT - All-College Pred.				HSGPA				EJCGPA				SU GPA			
	Mean = 2.400 S.D. = .245 R = 2.00 - 2.60 N = 4				Mean = 3.032 S.D. = .351 R = 2.47 - 3.50 N = 5				Mean = 2.724 S.D. = .483 R = 2.00 - 3.33 N = 5				Mean = 2.788 S.D. = .673 R = 1.73 - 3.50 N = 5			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24																
1.25 - 1.49																
1.50 - 1.74													1	1	20.0	20.0
1.75 - 1.99																
2.00 - 2.24	1	1	25.0	25.0					1	1	20.0	20.0				
2.25 - 2.49	1	2	25.0	50.0	1	1	20.0	20.0	1	2	20.0	40.0	1	2	20.0	40.0
2.50 - 2.74	2	4	50.0	100.0												
2.75 - 2.99					1	2	20.0	40.0	1	3	20.0	60.0				
3.00 -3.24					1	3	20.0	60.0	1	4	20.0	80.0	1	3	20.0	60.0
3.25 - 3.49					1	4	20.0	80.0	1	5	20.0	100.0	1	4	20.0	80.0
3.50 - 3.74					1	5	20.0	100.0					1	5	20.0	100.0
3.75 - 4.00																

Correlation Coefficient

	HS GPA	EJC GPA	SU GPA	English Composite	All-College Pred.	English Pred.
N=5 HSGPA	---	.64	.28	.44	.97	.93
N=5 EJCGPA	.64	---	.88	.06	.68	.59
N=5 SU GPA	.28	.88	---	.05	.62	.51
N=4 English Composite	.44	.06	.05	---	.61	.71
N=4 All-College Prediction	.97	.68	.62	.61	---	.99
N=4 English Prediction	.93	.59	.51	.71	.99	---

N		Mean	S.D.
4	English Composite	52.3	4.7
4	English Prediction	2.425	.268

Table 10[illegible].

Comparison of HSGPA of EJC Students Who Initiated Their Education at Another College
Enrolled at Seattle University Fall Quarter 1965

Distribution	Snohomish County				S. Snohomish and King Counties				In-State				Out-of-State			
	Mean = 2.735 S.D. = .765 R = 1.97 - 3.50 N = 2				Mean = 2.243 S.D. = .399 R = 1.54 - 3.08 N = 23				Mean = 2.630 S.D. = .620 R = 2.01 - 3.25 N = 2				Mean = 2.875 S.D. = .015 R = 2.86 - 2.89 N = 2			
	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP	F	CF	P	CP
0.00 - 1.24																
1.25 - 1.49																
1.50 - 1.74					2	2	8.7	8.7								
1.75 - 1.99	1	1	50.0	50.0	4	6	17.4	26.1								
2.00 - 2.24					6	12	26.1	52.2	1	1	50.0	50.0				
2.25 - 2.49					4	16	17.4	69.6								
2.50 - 2.74					5	21	21.7	91.3								
2.75 - 2.99					1	22	4.4	95.7					2	2	100.0	100.0
3.00 - 3.24					1	23	4.3	100.0								
3.25 - 3.49									1	1	50.0	100.0				
3.50 - 3.74	1	1	50.0	100.0												
3.75 - 4.00																
	N	Mean	S.D.		N	Mean	S.D.		N	Mean	S.D.		N	Mean	S.D.	
WPCT-All-Coll.	1	2.600			19	1.963	.333		2	2.150	.450					
High School	2	2.735	.765		23	2.243	.399		2	2.630	.620		2	2.875	.015	
EJC	2	2.080	.080		23	2.658	.409		3	2.940	.085		3	3.280	.695	
SU	2	2.135	.145		23	2.491	.491		3	2.633	.568		3	2.217	.356	
	Everett			1	Seattle City Schools			20	In-State			3*	Out-of-State			3*
	Lake Stevens			1	S.Snoh. & N. King			2								
				2	Other King			1								
								23								
0-16 hours EJC	1	50.0 P.C.			2	8.7 P.C.			2	66.7 P.C.			1	33.3 P.C.		
17-48 hrs. EJC	1	50.0 P.C.			6	26.1 P.C.							1	33.4 P.C.		
49-89 hrs. EJC					13	60.9 P.C.			1	33.3 P.C.			1	33.3 P.C.		
90+ hrs. EJC					2	4.3 P.C.										
Below 2.00 SU	1	50.0 P.C.			2	8.7 P.C.			1	33.3 P.C.			1	33.3 P.C.		

*Total includes those for whom the name of the high school attended was available but no HSGPA recorded.

Table 107.

Peformance of EJC Students Enrolled Fall 1965 at Seattle University Who Initiated Their Education at Another College
Distribution by EJCGPA

WPCT - All-College Prediction

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test
N = 4							
No.			1		3		(2)
P.C			25.0		75.0		--
	Mean	1.900	S.D.	.418	Range	1.50-2.60	
N = 4							
No.				2	1	1	(2)
P.C				50.0	25.0	25.0	--
	Mean	1.875	S.D.	.396	Range	1.40 - 2.40	
N = 8							
No.			1	4	3		(2)
P.C			12.5	50.0	37.5		--
	Mean	2.100	S.D.	.324	Range	1.5 - 2.5	
N = 6							
No.			1	2	3		(1)
P.C			16.7	33.3	50.0		--
	Mean	2.050	S.D.	.310	Range	1.7 - 2.6	
N = 0							
No.							(2)
P.C							--
	Mean	--	S.D.	--	Range	--	
Total No.			3	8	10	1	
Total P.C.			13.7	36.4	45.4	4.5	

Total No. = 22

H.S. G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.
N = 6							
No.	1			3	2		--
P.C	16.7			50.0	33.3		--
	Mean	2.328	S.D.	.552	Range	1.94 - 3.50	
N = 6							
No.			3	2	1		--
P.C			50.0	33.3	16.7		--
	Mean	2.330	S.D.	.380	Range	1.77 - 2.86	
N = 10							
No.		1	2	4	3		--
P.C		10.0	20.0	40.0	30.0		--
	Mean	2.223	SD.	.429	Range	1.64 - 3.08	
N = 6							
No.		1	2	2	1		(1)
P.C		16.7	33.3	33.3	16.7		--
	Mean	2.502	S.D.	.540	Range	1.54 - 3.25	
N = 1							
No.			1				(1)
P.C			100.0				--
	Mean	2.890	S.D.	--	Range	--	
Total No.	1	2	8	11	7		
Total P.C.	3.4	6.9	27.5	38.0	24.2		

Total No. = 29

EJC G.P.A.

Distribution 0.00 - 2.24
N = 6
P.C. = 19.4

Mean = 2.085 S.D. = .140
Range = 1.81 - 2.20
Mean Hrs. Earned = 50.5 S.D.= 22.6
Grade Diff. EJC-Seattle U = + .17

Distribution 2.25 - 2.49
N = 6
P.C.= 19.3

Mean = 2.388 S.D.= .052
Range = 2.30 - 2.45
Mean Hrs. Earned = 68.0 S.D.- 24.6
Grade Diff. EJC-Seattle U = - .04

Distribution 2.50 - 2.99
N = 10
P.C= 32.3

Mean = 2.732 S.D. = .144
Range = 2.50 - 2.95
Mean Hrs. Earned = 58.8 S.D.= 21.4
Grade Diff. EJC-Seattle U = - .21

Distribution 3.00 - 3.49
N = 7
P.C.= 22.5

Mean = 3.186 S.D.= .139
Range = 3.00 - 3.33
Mean Hrs. Earned = 31.3 S.D.= 27.9
Grade Diff. EJC-Seattle U = - .56

Distribution 3.50 - 4.00
N = 2
P.C.= 6.5

Mean = 3.750 S.D.= .250
Range = 3.50 - 4.00
Mean Hrs. Earned = 17.5 S.D.= 7.5
Grade Diff. EJC - Seattle U = - 1.3

Total No. = 31

Seattle U G.P.A.

	4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W
N = 6							
		1	1	2	1	1	--
		16.7	16.6	33.4	16.6	16.7	--
	Mean	2.252	S.D.	.560	Range	1.28 - 3.04	
	Mean Hrs. Earned =		51.0		S.D.=	26.2	
N = 6							
			3	2	1		--
			50.0	33.3	16.7		--
	Mean	2.350	S.D.	.363	Range	1.73 - 2.69	
	Mean Hrs. Earned =		33.7		S.D.=	28.2	
N = 10							
		2	3	4	1		--
		20.0	30.0	40.0	10.0		--
	Mean	2.520	S.D.	.448	Range	1.75 - 3.30	
	Mean Hrs. Earned =		43.5		S.D. =	28.0	
N = 7							
	1	1	1	3	1		--
	14.3	14.3	14.3	42.8	14.3		--
	Mean	2.626	S.D.	.555	Range	1.92 - 3.50	
	Mean Hrs. Earned =		57.0		S.D.=	32.6	
N = 2							
			1	1			--
			50.0	50.0			--
	Mean	2.460	S.D.	.110	Range	2.35 - 2.57	
	Mean Hrs. Earned =		91.5		S.D.	37.5	
Total No.	1	4	9	12	4	1	
Total P.C.	3.2	12.9	29.1	38.7	12.9	3.2	

Total No. = 31

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Table 108.

Performance of EJC Students Enrolled Fall 1965 at Seattle University Who Initiated Their Education at Another College
Distribution by SU GPA

WPCT - All-College Prediction

		4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No Test	Mean	S.D.	Range
N = 0	No.							(1)			
	P.C.							--			
N = 1	No.					1		(3)	1.700	---	----
	P.C.					100.0		--			
N = 10	No.			1	3	5	1	(2)	1.970	.410	1.40 - 2.60
	P.C.			10.0	30.0	50.0	10.0	--			
N = 6	No.			1	2	3		(3)	1.983	.313	1.60 - 2.50
	P.C.			16.7	33.3	50.0		--			
N = 5	No.			1	3	1		--	2.180	.286	1.80 - 2.60
	P.C.			20.0	60.0	20.0		--			
	Total No.			3	8	10	1				
	Total P.C.			13.6	36.4	45.5	4.5				

Total No. = 22

H.S. G.P.A.

		4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	No H.S.	Mean	S.D.	Range
N = 1	No.				1			--	2.000	---	----
	P.C.				100.0			--			
N = 3	No.			1		2		(1)	2.207	.468	1.79-2.86
	P.C.			33.3		66.7		--			
N = 11	No.	1		3	3	4		(1)	2.297	.572	1.54 - 3.50
	P.C.	9.1		27.3	27.2	36.4		--			
N = 9	No.			4	4	1		--	2.317	.325	1.94-2.89
	P.C.			44.4	44.5	11.1		--			
N = 5	No.		2		3			--	2.668	.433	2.08 - 3.25
	P.C.		40.0		60.0			--			
	Total No.	1	2	8	11	7					
	Total P.C.	3.4	6.9	27.6	38.0	24.1					

Total No. = 29

EJC G.P.A.

		4.00 3.50	3.49 3.00	2.99 2.50	2.49 2.00	1.99 1.50	1.49 0.00	W	Mean	S.D.	Range	Mean Hrs. Earned	S.D.
N = 1	No.					1		--	1.810	---	----	46.0	----
	P.C.					100.0		--					
N = 4	No.		1	1	2			--	2.550	.324	2.16-3.00	56.5	34.5
	P.C.		25.0	25.0	50.0			--					
N = 12	No.	1	3	4	4			--	2.738	.465	2.00-3.50	38.5	25.8
	P.C.	8.3	25.0	33.4	33.3			--					
N = 9	No.	1	1	3	4			--	2.761	.526	2.20 - 4.00	65.6	20.5
	P.C.	11.1	11.1	33.4	44.4			--					
N = 5	No.		2	2	1			--	2.848	.392	2.14-3.33	45.8	26.8
	P.C.		40.0	40.0	20.0			--					
	Total No.	2	7	10	11	1							
	Total P.C.	6.5	22.5	32.3	35.5	3.2							

Total No. = 31

Seattle U G.P.A.

Distribution	N	P.C.	Mean	S.D.	Range	Mean Hrs. Earned	S.D.	Grade Diff. EJC-Seattle U
0.00 - 1.49	1	3.2	1.280	----	----	25.0	---	- .53
1.50 - 1.99	4	12.9	1.848	.111	1.73 - 1.99	50.3	31.3	- .70
2.00 - 2.49	12	38.7	2.266	.171	2.00 - 2.47	51.4	29.5	- .47
2.50 - 2.99	9	29.1	2.664	.049	2.57 - 2.74	56.1	40.5	- .10
3.00 - 4.00	5	16.1	3.254	.161	3.04 - 3.50	35.4	18.3	+ .41

Total No. = 31

Table 109.

Performance of EJC Students at Seattle University Who Initiated Their Education at Another College
Enrolled at Seattle University Fall Quarter 1965
Distribution by EJC GPA and Hours Earned

EJC GPA 0.00 - 2.24								Hours Earned Seattle U			
EJC Hrs. Earned 0-16	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	1	2.60	--			1					
H.S.	1	3.50	--				1				
EJC	1	2.00	--								
Seattle Univ.	1	2.28	--		1					1	
Grade Diff EJC - SU		+.28									
EJC GPA 0.00 - 2.24 EJC Hrs. Earned 17-48											
WPCT	0	--	--								
H.S.	2	1.98	.02	1	1						
EJC	2	1.98	.18								
Seattle Univ.	2	1.64	.36	2					1		1
Grade Diff EJC-SU		-.34									
EJC GPA 0.00 - 2.24 EJC Hrs. Earned 49-89											
WPCT	2	1.65	.15	2							
H.S.	2	2.28	.18		2						
EJC	2	2.17	.03								
Seattle Univ.	2	2.61	.43		1		1			2	
Grade Diff. EJC-SU		+.44									
EJC GPA 0.00 - 2.24 EJC Hrs. Earned 90+											
WPCT	1	1.70	--	1							
H.S.	1	1.94	--	1							
EJC	1	2.20	--								
Seattle Univ.	1	2.74	--			1		1			
Grade Diff EJC-SU		+.54									

EJC GPA 2.25 - 2.49								Hours Earned Seattle U			
EJC Hrs. Earned 0-16	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT											
H.S.											
EJC											
Seattle Univ.											
Grade Diff EJC - SU											
EJC GPA 2.25 - 2.49 EJC Hrs. Earned 17-48											
WPCT	2	2.00	.40	1	1						
H.S.	2	2.38	.26		1	1					
EJC	2	2.42	.02								
Seattle Univ.	2	2.54	.13		1	1		1		1	
Grade Diff EJC-SU		+.12									
EJC GPA 2.25 - 2.49 EJC Hrs. Earned 49-89											
WPCT	1	1.40	--	1							
H.S.	3	2.22	.46	1	1	1					
EJC	3	2.35	.04								
Seattle Univ.	3	2.14	.40	1	1	1		2		1	
Grade Diff. EJC-SU		-.21									
EJC GPA 2.25 - 2.49 EJC Hrs. Earned 90+											
WPCT	1	2.10	--		1						
H.S.	1	2.55	--			1					
EJC	1	2.43	--								
Seattle Univ.	1	2.60	--			1			1		
Grade Diff EJC-SU		+.17									

EJC GPA 2.50 - 2.99								Hours Earned Seattle U			
EJC Hrs. Earned 0-16	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	1	2.40	--		1						
H.S.	1	2.68	--			1					
EJC	1	2.50	--								
Seattle Univ.	1	2.33	--		1			1			
Grade Diff EJC - SU		-.17									
EJC GPA 2.50 - 2.99 EJC Hrs. Earned 17-48											
WPCT	1	1.90	--	1							
H.S.	1	2.27	--		1						
EJC	1	2.71	--								
Seattle Univ.	1	2.21	--		1					1	
Grade Diff EJC-SU		-.50									
EJC GPA 2.50 - 2.99 EJC Hrs. Earned 49-89											
WPCT	6	2.08	.34	2	3	1					
H.S.	8	2.16	.45	3	3	1	1				
EJC	8	2.76	.14								
Seattle Univ.	8	2.58	.48	1	2	3	2	1	4	2	1
Grade Diff. EJC-SU		-.18									
EJC GPA 2.50 - 2.99 EJC Hrs. Earned 90+											
WPCT											
H.S.											
EJC											
Seattle Univ.											
Grade Diff EJC-SU											

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 0-16

								Hours Earned Seattle U			
	N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
WPCT	3	2.07	.39	2		1					
H.S.	2	2.76	.50		1		1				
EJC	3	3.11	.16								
Seattle Univ.	3	2.24	.63	1	1		1			3	
Grade Diff. EJC-SU		-.87									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 0-16

							Hours Earned Seattle U			
N	Mean	S.D.	0.00 1.99	2.00 2.49	2.50 2.99	3.00 4.00	0 16	17 48	49 89	90 +
0	---	--								
0	---	--								
1	3.50	--								
1	2.35	--		1					1	
	-1.2									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 17-48

WPCT	2	2.15	.15		2						
H.S.	2	2.71	.24		1	1					
EJC	2	3.30	.03								
Seattle Univ.	2	2.98	.52		1		1	1			1
Grade Diff. EJC-SU		-.32									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 17-48

0	---	--								
1	2.89	--			1					
1	4.00	--								
1	2.57	--			1					1
	-1.4									

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 49-89

WPCT	1	1.80	--	1							
H.S.	2	2.04	.50	1		1					
EJC	2	3.18	.10								
Seattle Univ.	2	2.59	.12		1	1		1		1	
Grade Diff. EJC-SU		-.59									

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 49-89

EJC GPA 3.00 - 3.49
EJC Hrs. Earned 90 +

WPCT											
H.S.											
EJC											
Seattle Univ.											
Grade Diff. EJC-SU											

EJC GPA 3.50 - 4.00
EJC Hrs. Earned 90+

Summary

	WPCT	H.S.	EJC	SU
0.00 - 1.99	11	7	1	5
2.00 - 2.49	8	11	11	12
2.50 - 2.99	3	8	10	9
3.00 - 4.00	0	3	9	5
Total No. =	22	29	31	31

	Hrs. SU	Hrs. EJC
0 - 16	8	6
17 - 48	6	8
49 - 89	13	15
90 +	4	2

Table 110.

Performance of EJC Students Enrolled Fall 1965 at Seattle U Who Initiated Their Education at Another College
Distribution by SU GPA and Hours

	0.00 - 1.99			2.00 - 2.49			2.50 - 2.99			3.00 - 3.49			3.50 - 4.00		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
16 hours or less															
WPCT				1	1.900	.500	1	1.600					1	2.000	
HS	1	2.860		3	1.997	.492	2	2.065	.055	1	3.080		1	2.470	
EJC	1	2.340		3	2.630	.335	2	2.635	.185	1	3.330		1	3.330	
SU	1	1.730		3	2.267	.197	2	2.670	--	1	3.500		1	3.500	
Grade Diff. EJC-SU		-.610			-.363			+.035			+.170			+.170	
17-48 hours															
WPCT				1	1.800		2	1.900	.200	2	2.250	.150			
HS	1	1.790		1	1.920		2	2.245	.305	2	2.580	.500			
EJC	1	1.810		1	2.950		2	2.315	.115	2	2.885	.065			
SU	1	1.280		1	2.470		2	2.670	.070	2	3.210	.090			
Grade Diff. EJC-SU		-.530			-.480			+.355			+.325				
49-89 hours															
WPCT	1	1.700		6	1.967	.415	2	2.000	.200	2	2.200	.500			
HS				6	2.402	.573	3	2.227	.223	2	2.855	.395			
EJC	1	3.000		7	2.679	.517	3	2.753	.378	2	2.570	.430			
SU	1	1.920		7	2.210	.140	3	2.687	.021	2	3.175	.135			
Grade Diff. EJC-SU		-1.080			-.469			-.066			+.605				
90+ hours															
WPCT				1	2.300		1	2.500							
HS	1	2.160		1	2.950		2	2.775	.115						
EJC	1	2.160		1	3.270		2	3.345	.655						
SU	1	1.990		1	2.450		2	2.620	.050						
Grade Diff. EJC-SU		-.170			-.820			-.725							

Table 111.

Performance of EJC Students Enrolled Fall 1965 at Seattle U Who Initiated Their Education at Another College Distribution by Hours Earned at SU

	SU Hours 0-16			SU Hours 17-48			SU Hours 49-89			SU Hours 90+		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
High School	8	2.316	.508	6	2.047	.241	11	2.436	.515	4	2.618	.389
Everett Junior College	8	2.723	.356	6	2.485	.390	13	2.704	.465	4	3.030	.684
Seattle University	8	2.561	.534	6	2.357	.663	13	2.446	.400	4	2.420	.260
English Composite	5	46.0	6.7	4	48.0	5.5	9	49.2	9.1	2	49.0	2.0
All-College Prediction	5	1.960	.408	4	1.925	.179	11	1.991	.382	2	2.400	.100
English Prediction	5	2.000	.363	4	2.100	.200	11	2.118	.422	2	2.300	.200
Grade Diff. SU-EJC		-.162			-.128			-.258			-.610	

Correlation Coefficients

SU Hours 0-16

	HS	EJC	SU	Engl. C.	All-Coll.	Engl.P.
High School	---	.04	.16	.78	.96	.96
Everett Junior College	.04	---	.82	.45	.47	.43
Seattle University	.16	.82	---	.43	.42	.39
English Composite	.78	.45	.43	---	.89	.89
All-College Prediction	.96	.47	.42	.89	---	1.00
English Prediction	.96	.43	.39	.89	1.00	---

SU Hours 17-48

	HS	EJC	SU	Engl.C.	All-Coll.	Engl.P.
High School	---	.12	.32	.60	.74	.76
Everett Junior College	.12	---	.54	.48	.26	.08
Seattle University	.32	.54	---	.48	.48	.54
English Composite	.60	.48	.48	---	.97	.91
All-College Prediction	.74	.26	.48	.97	---	.98
English Prediction	.76	.08	.54	.91	.98	--

Su Hours 49-89

	HS	EJC	SU	Engl. C.	All-Coll.	Engl. P
High School	---	.09	.41	.52	.84	.66
Everett Junior College	.09	---	.09	.40	.14	.07
Seattle University	.41	.09	---	.14	.47	.27
English Composite	.52	.40	.14	---	.75	.92
All-College Prediction	.84	.14	.47	.75	---	.94
English Prediction	.66	.07	.27	.92	.94	---

SU Hours 90+

	HS	EJC	SU	Engl. C.	All-Coll.	Engl. P.
High School	---	.84	.84	1.00	1.00	1.00
Everett Junior College	.84	---	.62	1.00	1.00	1.00
Seattle University	.84	.62	---	1.00	1.00	1.00
English Composite	1.00	1.00	1.00	---	1.00	1.00
All-College Prediction	1.00	1.00	1.00	1.00	---	1.00
English Prediction	1.00	1.00	1.00	1.00	1.00	---

Summary

The Knoell-Medsker study found a gross differential of 0.11 for the junior college transfers to private universities. This differential is similar to the 0.12 obtained for all EJC transfers enrolled at Seattle University fall quarter 1965, but is higher than the zero differential obtained for native EJC transfers. A differential of 0.25 was obtained for the EJC transfers who had attended another college prior to enrolling at Everett. Eight of the transfers in that group had attended Seattle University prior to enrolling at Everett Junior College, and their cumulative average at Seattle U would include grades earned previous to transfer to Everett.

In general, the findings of the follow-up student of EJC transfers to Seattle University were similar to those for EJC transfers to the University of Washington and Western Washington State College. The follow-up study of EJC transfers to Seattle University revealed the following:

(1) Only a small percentage of the students who had all-college predictions below 2.00 and high school grade averages below 2.5 failed to earn a cumulative average of C after they had had experience in a junior college.

(2) The EJC grade averages appears to be the best indicator of the future academic performance of native EJC transfers to Seattle University.

(3) The size of the differential between EJC-SU grades increased as the EJC grade range increased.

(4) In most instances, the all-college predictions correlated higher with earned grades at EJC than it correlated with earned grades at Seattle U.

(5) EJC grades correlated higher with SU grades than SU grades correlated with the all-college predictions; however, not all the EJC transfers had taken the WPCT.

Some of the findings differed from those obtained for the EJC native transfers to the University of Washington and Western Washington State College:

(1) For native EJC transfers, the English composite scores correlated higher with EJC grades than the all-college predictions correlated with EJC grades.

(2) EJC native transfers did not experience a drop in cumulative average immediately after transfer. However, a smaller percentage of the sample were in their first quarter of attendance at Seattle University fall quarter 1965. This fact may have had a slight effect on the size of the differential for native EJC transfers, also.

(3) The differential between EJC-SU means did not decrease in proportion to the increase in hours earned by the transfers. However, all the differentials were small.

The sample of native EJC transfers to Seattle University was smaller than the samples of native EJC transfers to the University of Washington and Western Washington State College Therefore, the sample for Seattle University should be viewed in its totality, rather than as a strong indication that students with similar predictions, high school grades, and EJC grades would perform similarly at Seattle University.

The follow-up study of EJC transfers to Seattle University does indicate that EJC transfers to private universities perform similarly to other junior college transfers enrolled in private universities. The differential obtained between EJC-SU means was similar to the differential obtained by Knoell-Medsker for junior college transfers enrolled in prviate universities.

The follow-up study of EJC transfers also supported the findings of the Knoell-Medsker study that students tend to earn higher grades in smaller colleges than they earn in the major state university. This finding was also verified by the follow-up study of EJC transfers to Western Washington State College.

Only a small number of students were enrolled in each of the major fields, so a comparison was not attempted for the native transfers who enrolled at the University of Washington, Western Washington State College, and Seattle University. Students who selected education as a major did well in each of the three transfer institutions. Majors in arts and sciences did less well; however, the number of different programs in this category probably accounts for this to some extent. Students who were majoring in business administration and engineering did well at Seattle University.

Many transfers to Seattle University and Western Washington State College were able to earn grades in these institutions similar to those they earned at Everett Junior College. Most of the students identified as potential candidates for the baccalaureate degree were earning grades at these two institutions that enabled them to pursue their objectives.

The overall academic performance of EJC transfers to Seattle University was commendable. Some students were earning grades below C at the time of the cut-off point for the sample; however, the size of the differential between EJC-SU means would suggest that students who are accepted for admission to Seattle University from Everett Junior College have an excellent chance to succeed there.

Conclusions

The stated objectives of the research were to provide a statistical basis for analyzing the following:

(1) The non-selective admission policy;
(2) The performance of native Everett Junior College students who transfer to four-year colleges;
(3) The performance of transfer students to the junior college who later enroll at a four-year college;
(4) The establishment of the grade differential between Everett Junior College and the four-year schools to which the majority of our students transfer;
(5) The relationship between the student's residence and the four-year institution selected;
(6) The percentage of students who performed above and below their predicted all-college average on the Washington Pre-College Test at the junior and senior college levels; and
(7) The feasibility of the use of the WPCT Program data for mandatory placement in remedial classes in English and mathematics at the junior college level.

(1) The non-selective admission policy

The validity of the non-selective admission policy was established by the study of Everett Junior College students at the junior college level and by the follow-up study of native EJC transfers to three four-year institutions. Below is a recapitulation of the data. "N" refers to the number of the students in the samples who earned grades who had high school averages below 2.5.

Sample	N	Per Cent of Sample	Per Cent 2.00 & above EJC	N	Per Cent 2.00 & Above Transfer Institution
EJC Random	182	64.8	41.0	--	--
1965 EJC Graduates	114	47.7	100.0	--	--
Native Transfers UW	185	49.1	99.2	184	64.1
Native Transfers WWSC	80	46.2	99.4	80	76.2
Native Transfers SU	24	72.7	97.3	24	78.3

The research indicated that in each of the samples a higher percentage of the men than women had high school averages below 2.5. It was found that a grade-point requirement at the junior college level would primarily discriminate against men. The findings also revealed that many men were able to earn better grades in college than they had earned in high school. As a group, women earned college grades similar to their high school averages, all-college predictions, and EJC grades after transfer.

(2) The performance of native Everett Junior College students who transfer to four-year colleges

It was found that most of the native EJC students identified as potential candidates for the baccalaureate degree continued to be successful in their programs at the four-year institutions to which they transferred. The follow-up study of EJC native transfer revealed the following:

Sample	N 2.00 & above	PC 2.00 & above	N 2.50 & above	PC 2.50 & above	N 3.00 & above	PC 3.00 & above
University of Washington	273	72.0	124	32.7	40	10.6
Western Washington	144	80.9	66	37.1	23	12.9
Seattle University	29	80.6	18	50.0	5	13.9

The percentage of students who earned grades above C in the transfer institution is particularly significant in view of the fact that so many students in the samples would have been ineligible to enter either the University of Washington or Western Washington State College directly from high school. The catalog for Seattle University did not give a specific high school grade-point requirement.

It was also found that many students who had high school averages below 2.5 transferred to the four-year institutions before they had completed two full years at Everett Junior College. The research indicated that there is a possibility that a higher percentage of EJC native transfers could be successful in the four-year institutions if students with poor high school grades and low all-college predictions entered the four-year institutions with junior standing.

(3) The performance of transfer students to the junior college who later enroll at a four-year college

The research revealed that most of the students who transferred to Everett Junior College from another college and then entered a four-year institution continued to be successful in their baccalaureate program after transfer.

	Total N	PC 2.00 & above EJC	N 2.00 & above Trsf.	PC 2.00 & above Trsf.	N 2.50 & above Trsf.	PC 2.50 & above Trsf.	N 3.00 & above Trsf.	PC 3.00 & above Trsf.
UW	82	100.0	61	77.2	28	35.4	9	11.4
WWSC	47	100.0	44	93.6	24	51.1	7	14.9
SU	31	96.8	26	83.9	14	45.2	5	16.1

Three EJC transfers to the University of Washington withdrew before earning grades at the University. There were 96 EJC transfers to the University of Washington who had transferred to Everett Junior College from the University. The data for this particular group of EJC transfers is not shown above because the relationship between earned grades at Everett Junior College and earned grades at the University cannot be determined, since the University cumulative average would include grades earned before and after transfer from Everett.

The research indicated that better counseling should take place at Everett Junior College for students who desire to return to the four-year institutions in which they previously had earned poor or failing grades.

(4) The establishment of the grade differential between Everett Junior College and the four-year schools to which the majority of our students transfer

The following gross differentials between means were obtained for EJC students enrolled in the three transfer institutions:

	N	Total Group	N	Native	N	Other Colleges
UW	554	0.58	379	0.51	79	0.61
WWSC	225	0.20	178	0.17	47	0.31
SU	67	0.12	36	0.00	31	0.25

The differentials were computed for all EJC students enrolled in the transfer institutions fall quarter 1965. Some of the students had attended one quarter in the transfer institution, while others were about to graduate.

The differentials were also computed according to the number of hours earned by the transfers at the four-year institutions. At the University of Washington and Western Washington State College it was found that the size of the differential decreased as the transfers earned more hours in the four-year institution. This was not true at Seattle University. However, the Seattle University sample was smaller and fewer students were in their first quarter of attendance at the time of the cut-off point for the sample; all the mean differentials computed according to hours earned at Seattle U were small.

(5) The relationship between the student's residence and the four-year institution selected

The research revealed that most of the students from the King County area transferred to the University of Washington or Seattle University. It was found that students from the King County area earned fewer hours at Everett Junior College before transfer than Snohomish County students earned. It was also found that a high percentage of EJC transfers from the King County area had high school grades below 2.5.

	Native N	PC EJC 0-48 hrs.	PC EJC 90+ hrs.	Other N	PC EJC 0-48 hrs.	PC EJC 90+ hrs.
UW-Snoh.Cty	153	11.8	51.6	17	52.9	5.9
UW-King Cty area	206	23.8	33.5	33	54.5	3.0
WWSC-Snoh.Cty	100	10.0	51.0	7	--	28.6
WWSC-King Cty area	53	22.6	18.9	27	37.0	3.7
SU - Snoh. Cty	9	22.2	55.6	2	100.0	--
SU-King Cty area	23	34.8	26.1	23	34.8	4.3

A higher percentage of the EJC transfers to the four-year institutions from the King County area earned grades below C in the transfer institutions. The data indicated that many students from the King County area who had poor high school grades were earning minimum junior college grades which qualified them for transfer to four-year institutions. These students entered the four-year institutions without a sufficient academic background at the junior college level to assure themselves of continued success in the transfer instituition.

(6) The percentage of students who performed above and below their predicted all-college average on the Washington Pre-College Test at the junior and senior college level

The percentage of students who performed above and below their predictions at the junior and senior college level is summarized below:

	Predicted 0.00-1.99	Below 2.00	PC Below 2.00	Predicted 2.00-4.00	Below 2.00	PC Below 2.00
EJC Random Sample	188	104	55.3	83	12	14.4
1965 EJC Graduates	90	--	--	91	--	--
EJC Native Transfers UW	138	51	37.0	161	36	22.4
EJC Native Transfers WWSC	69	15	21.7	73	14	19.2
EJC Native Transfers SU	25	6	24.0	8	1	12.5

The 1965 Counselor's Manual for the Washington Pre-College Testing Program indicated that a student who receives a prediction of C has a 50 per cent chance of earning grades of C or better at the University of Washington. Below is a breakdown of the percentage of students in the random sample who earned grades above and below C at Everett Junior College:

Random Sample	PC Below 2.00	PC 2.00 & Above
All-college predictions below 1.5	70.0	30.0
All-college predictions 1.5-1.7 incl.	49.3	50.7
All-college predictions 1.8-1.9 incl.	35.1	64.9
All-college predictions 2.00 & above	14.4	85.6

On the basis of the above it was recommended that grade expectancies be developed for students who enter a junior college directly from high school. The research indicated that most of the students who had high school averages below 2.5 warranted predictions below 2.00. Predictions 2.00 and above were usually earned by those students who had high school grades 2.5 and above. Below is a breakdown of the percentage of students in the random sample who earned grades above and below C at Everett Junior College:

High School Average	PC Below 2.00	PC 2.00 & Above
0.00-1.99	80.8	19.2
2.00-2.49	43.1	56.9
2.50 & above	13.5	86.5

The research on EJC native transfers to three four-year institutions further indicated that the EJC grade average would be the best variable to use as an indication of the future academic success of EJC native transfers who enter one of the four-year institutions included in the follow-up study. The research revealed the following:

EJC Native Transfers	Below 2.5 EJC	Below 2.00 Transfer	PC Below 2.00	Above 2.5 EJC	Below 2.00 Transfer	PC Below 2.00
University of Washington	130	57	43.8	249	49	19.7
Western Washington	94	26	27.6	84	8	9.5
Seattle University	24	7	29.2	12	0	--

The percentage of students who failed to earn a cumulative average of C in the transfer institution was greater for EJC grade ranges below 2.5 than it was for the all-college predicted ranges below 2.00. The percentage of students who failed to earn a cumulative average of C in the transfer institutions was less for EJC grade ranges 2.5 and above than it was for the all-college predicted ranges above 2.00.

The data indicated that an EJC grade average of 2.5 and above was a pretty good indication that the student would be able to succeed in the transfer institutions included in the follow-up study. Students who earn an EJC grade average below 2.5 should remain in the junior college program for two full years and enter the four-year institution with junior standing.

(7) The feasibility of the use of the WPCT Program data for mandatory placement in remedial classes in English and mathematics at the junior college level

The data revealed that a grade prediction below 1.5 would be the most logical cut-off point for mandatory placement in English and mathematics. The study also found that the grade predictions could be used effectively for counseling students into remedial programs. Below is a summary of the findings:

Random Sample	P.C. Below 2.00	P.C. 2.00 & Above
English predictions 0.00-1.4 incl.	67.3	32.7
English predictions 1.5 - 1.9 incl.	32.6	67.4
Mathematics predictions 0.00-1.4 incl.	70.0	30.0
Mathematics predictions 1.5-1.9 incl.	47.8	52.2

The research also had two other objectives. One was an attempt to verify the hypothesis that length of time spent in a junior college is directly related to success in the transfer institution, and the other was an attempt to verify the hypothesis that junior college transfers experience an initial drop in grade average immediately after transfer.

The first of these two objectives could not be verified by this study. The transfers were in different stages of their program, with many having earned grades for only one quarter in the transfer institution at the time of the cut-off point for the sample. Verification of this hypothesis will have to wait until the transfers in this study have earned sufficient credits in the four-year institutions or have completed their program there.

It was found, however, that many Everett Junior College transfers experienced an initial drop in cumulative average immediately after transfer. The data indicated that many regain their junior college averages as they earn more credits in the transfer institution. It was also found that many of the transfers earned similar grades to their EJC grade averages in the four-year school. Some were able to surpass their EJC averages.

The samples of the EJC graduates and native transfers to the three four-year institutions indicated that only a small percentage of the Snohomish County students had high school averages below 2.5. A study has already been initiated to see how many Snohomish County students who entered Everett Junior College in the fall of 1966 had high school averages below 2.5.

In sum, it was found that Everett Junior College is successfully meeting the challenge and responsibility assigned to it. The rising admission requirements of the four-year schools and the requirements of business and industries for at least some college training as a requisite for employment focus on the need for some means by which young people, after high school, can be prepared for future academic work or for entering into occupations. Everett Junior College is providing the means whereby many are able to achieve their ultimate goals. The research, however, does point to the need for the College to develop thoroughly researched programs, curricula, and courses which will fulfill the needs of the students who choose to enter through its open door.

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